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ABSTRACT

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in kindergarten is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. The "Interaction Kit" includes: (1) a teacher's handbook that includes a math handbook, reading/language arts handbook, lessons, games, worksheets, and resource materials; (2) a student workbook; and (3) a teacher's answer key. Four themes are stressed in this bilingual program: child, family, community, and natural environment. The emphasis in kindergarten is on self-discovery. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

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Sining ng Wika Pangkindergarten

Hanbuk ng Guro

Kindergarten Language Arts / Teacher's Handbook

Pakikisalamuha
Interaction

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ASIAN AMERICAN BILINGUAL CENTER

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Kindergarten Language Arts Teacher's Handbook

Interaction

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INTRODUCTION

The Asian American Bilingual Center curriculum attempts to foster the total growth of the child. This goal is based on the belief that the child's cognitive development is inseparable from the child's social, affective, and psychomotor development.

In order to facilitate the child's total growth, the Center has selected an interdisciplinary approach to curriculum development. Thus the Center curriculum is integrated rather than segmented into traditional subject areas. Social studies has been selected as the core of the Center curriculum design. Social studies themes and concepts provide the framework within which all the subject areas - math, reading/language arts, fine arts, and science - are organized.

The four social studies themes are: CHILD, FAMILY, COMMUNITY, and NATURAL ENVIRONMENT. These themes spiral, that is, reappear and expand, through the curriculum from one grade level to the next. In addition, in each grade, one or more aspects of a theme receive greater focus than the others as the child gradually moves from simple to complex ideas and from understanding of self to the understanding of people in other communities.

GRADE	CHILD	FAMILY	COMMUNITY	NATURAL ENVIRONMENT
KINDERGARTEN	*SELF-DISCOVERY	THE CHILD'S FAMILY	CLASSROOM	ECOLOGY
FIRST	SELF-AWARENESS	*OTHER FAMILIES	*SCHOOL	ECOLOGY
SECOND	SELF-WORTH	*WORK AND THE FAMILY	*NEIGHBORHOOD	ECOLOGY
THIRD	SELF-DETERMINATION	*HISTORY AND THE FAMILY	*ETHNIC COMMUNITY	*ECOLOGY

(*the emphasis within each grade)

Interfaced with the four themes are the concepts: IDENTITY, NEEDS, AND INTERACTION.

IDENTITY

A strong and positive self-concept is a vital and necessary part of every child's life. It is integral to the development and growth of the child's intellectual, emotional, social, and physical capabilities. It stems from the child's confident recognition of his uniqueness as an individual, as a person of ethnic culture and history, and of his family and community membership. It results in the development of a self-determining child, one who is increasingly able to make decisions, solve problems, and make an impact on others and on the environment in a creative, responsible, and concerned manner.

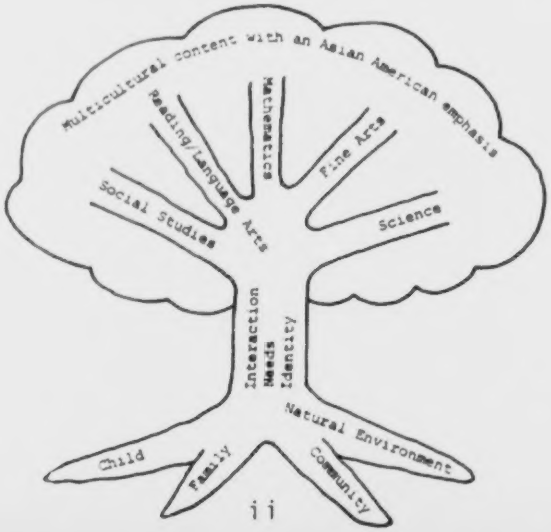
NEEDS

A self-managing child clearly perceives and analyzes his physical, social, and economic wants and needs. He explores and becomes skilled in the use of his human and environmental resources with which to fulfill these needs. The child is knowledgeable about how people and other living things must work together to fulfill the needs of each other and operates competently in that cooperative effort.

INTERACTION

In order to function effectively with people and within the environment, the child recognizes the necessity and value of interdependence. The child is aware of and respects the values, feelings, and rights of others. He understands the impact made upon him by others and factors in the environment and in turn is able to make an impact on them. The child is perceptive and analytical in his interactions. He deals with problems, conflicts, and changes with reason and initiative. Skilled in verbal and non-verbal communication, the child understands cause and effect and functions in and appreciates cooperative efforts and collective decision-making. The child's actions and interactions reflect his concept of himself as an individual and as a member of the community. They express his culture and history. Thus, it can be seen that IDENTITY, NEEDS, and INTERACTION are closely interwoven.

The content of the curriculum within the guidelines established above is multicultural with an Asian American emphasis. In establishing the expected student outcomes of each unit, particular attention has been given to the inclusion of the skills of clarifying and analyzing values, feelings, and attitudes.


Multicultural content with an Asian American emphasis
Reading/Language Arts
Mathematics
Fine Arts
Social Studies
Science
Interaction
Needs
Identity
Natural Environment
Child
Family
Community

The Center's curriculum is packaged into three kits per grade level. Each kit carries the name of one of the Center's major concepts: Identity Kit, Needs Kit, and Interaction Kit. Each kit contains:

1. a teacher's guide
2. a teacher's resource book
3. a teacher's math handbook
4. a teacher's reading/language arts handbook
5. student math workbooks
6. student reading/language arts workbooks
7. charts
8. storybooks
9. a volume of basal readers (beginning in first grade)

Each guide and handbook provides the teacher with sequential conceptual statements, objectives, and activities. Instructional materials such as learning centers, games, teaching pictures, and worksheets are packaged in the teacher's resource book. All the materials in a kit are cross-referenced and/or coded for easy use.

PASIMULA

Ang kurikulum ng Dalwikang Sentro ng Asyanong Amerikano ay nagsisikap na pagyamanin ang pagsulong ng bata. Ang layuning ito ay nababatay sa paniniwala na ang kognitibong kalinangan ng bata ay hindi maihihiwalay sa kalinangang sosyal, apektibo at sikomotor ng bata.

Upang mapadali ang pagsulong ng bata, ng Sentro ay pumili ng isang paglapit na interdisiplinaryo sa paglinang ng kurikulum. Kaya ang kurikulum ng Sentro ay isinama sa halip na binahagi sa tradisyonal na paksang larangan.

Ang araling panlipunan ay napili upang maging buod ng kurikulum ng Sentro. Ang paksa at kaisipan ng araling panlipunan ang naging balangkas upang ang lahat ng larangan ng kapaksaan--matematika, sining ng wika/pagbasa, sining at agham--ay maitatag.

Ang apat na paksa ng araling panlipunan ay: BATA, PAMILYA, PAMAYANAN at LIKAS NA KAPALIGIRAN. Ang maga paksandiwa ay lumilikaw, ang ibig sabihin, ay lumilitaw muli at lumalawak, sa kabuuan ng kurikulum mula sa isang antas hanggang sa susunod. Karagdagan nito, sa bawat baitang, isa o dalawang panig ng paksa ang tumanggap ng mas malaking pokus kaysa sa iba habang ang bata ay unti-unting lumilipat mula sa isang simple hanggang sa masalimuot na kaisipan at mula sa pag-unawa sa sarili hanggang sa pag-unawa sa mga tao sa pamayanan.

BAITANG	BATA	PAMILYA	PAMAYANAN	LIKAS NA KAPALIGIRAN
	*PAGKATUKLAS SA SARILI	ANG PAMILYA NG BATA	SILID-ARALAN	PALAMUHAYAN
UNA	PAGKABATID SA SARILI	*IBANG PAMILYA	*PAARALAN	PALAMUHAYAN
IKALAWA	PAGPAPAHALAGA SA SARILI	*GAWAIN AT PAMILA	*KAPITBAHAYAN	PALAMUHAYAN
IKATLO	PANSARILING PAGPUPUNYAGI	*KASAYSAYAN AT PAMILYA	*LAHIING PAMAYANAN	*PALAMUHAYAN

(*ang diin sa bawat klase)

Nakasama sa apat na paksandiwa ang mga kaisipang: PAGKAKAKILANLAN, PANGANGAILANGAN at PAKIKISALAMUHA.

PAGKAKAKILANLAN

Ang isang matatag at tiyak na pagtingin sa sarili ay kailangang-kailangan at mahalagang bahagi sa buhay ng bawat bata. Ito ay mahalaga sa paglinang at pagsulong ng pang-isipan, pandamdamin, panlipunan at pangkatawang kakayahan ng bata. Ito ay nagmumula sa tiyak na pagkakilala ng bata sa kanyang pagiging bukod-tanging indibiduwal, isang nilikha na may lahiing kultura at kasaysayan, at sa pagkakaanib niya sa pamilya at pamayanan. Ito ay nagbubunga sa paglinang ng isang batang may sariling pagpupunyagi, may kakayahang gumawa ng mga kapasiyahan, lumutas ng mga problema at gumawa ng isang mariing impresiyon sa iba at sa kanyang kapaligiran sa isang malikhain, responsable at mabahalang gawi.

PANGANGAILANGAN

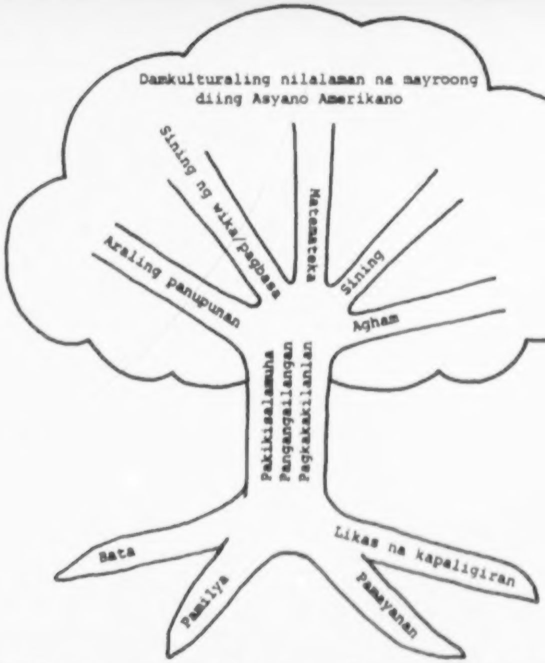
Ang isang batang may sariling-pangangasiwa ay maliwanang na napaghuhulo at nasusuri ang kanyang pangkatawan, panlipunan at pang-ekonomikong pangangailangan at kagustuhan. Sinasaliksik niya at nasasanay siya sa paggamit ng kanyang pantao at pampaligirang yaman upang matupad ang lahat ng pangangailangang ito. Nauunawaan ng bata kung paano ang mga tao at lahat ng mga may buhay na nangakapaligid sa kanya ay nagtulong-tulong upang matupad ang mga pangangailangan ng bawat isa at gumawa nang mahusay sa ikabubuti ng pagtutulungang ito.

PAKIKISALAMUHA

Upang mabisang makapanungkulan sa mga tao at sa kapaligiran, nakikilala ng bata ang kanyang pangangailangan at kahalagahan ng pagtutulungan. Batid ng bata at iginagalang ang kahalagahan, damamin at karapatan ng kapwa. Nauunawaan niya ang lakas na nagagawa sa kanila. Hinaharap niya ang mga problema, salungatan at pagbabago sa katwiran at kakusaan. Sanay sa bigkasin at di-bigkasing komunikasyon, nauunawaan niya ang dahilan at epekto at bisa at pinahahalagahan ang mapunyaging pagtutulungan at sama-samang pagpapasiya. Ang mga kilos at pakikisalamuha ng bata ay nag-lalarawan ng kanyang pagtingin sa sarili na isang indibiduwal at isang kasapi ng pamayanan. Ipinahahayag nila ang kanyang kultura at kasaysayan. Kaya, makikita na ang PAGKAKAKILANLAN, PANGANGAILANGAN at PAKIKISALMUHA ay magkakaugnay na mabuti.

Ang nilalaman ng kurikulum sa loob ng mga takdang guhit na itinatag sa itaas ay Asyano Amerikano na mayroong damkulturaling diin.

Upang maitatag ang inaasahang bunga sa bawat isahin, isang partikular na atensiyon ang ibinigay sa paglalakip ng mga kasanayan sa paglilinaw at pagsusuri ng mga kahalgahan, damdamin at saloobin.


Damkulturaling nilalaman na mayroong diing Asyano Amerikano
Sining ng wika/pagbasa
Matemateka
Araling panupunan
Sining
Agham
Pakikisalamuha
Pangangailangan
Pagkakakilanlan
Bata
Pamilya
Likas na kapaligiran
Pamayanan

Ang kurikulum ng Sentro ay nakapakete sa tatlong kit bawat baitang. Bawat kit ay nagdadala sa isa sa mga kalakhang kaispan ng Sentro: kit ng pangangailangan, kit ng pagkakakilanlan, at kit ng pakikisalamuha. Bawat kit ay naglalaman ng:

1. patnubay ng guro
2. hanguang aklat ng guro
3. hanbuk sa matematika ng guro
4. hanbuk sa sining ng wika/pagbasa
5. gawaing aklat sa matematika
6. gawaing aklat sa sining ng wika/pagbasa
7. tsart
8. aklat ng kuwento
9. isang sipi ng mga panimulang aklat

Bawat patnubay at hanbuk ay naghahanda para sa guro ng sunod-sunod na mga pang-isipang pangungusap layunin at gawain. Ang mga pampagtuturong kagamitan tulad ng pampagkatutong sentro, laro, larawang pampagtuturo, gawaing papel ay nakapakete sa hanguang aklat ng guro. Lahat ng mga kagamitan sa kit ay may bagtas-sangguni at/o may kodigo para sa madaling paggamit.

THE PILIPINO READING-LANGUAGE ARTS PROGRAM

AN OVERVIEW

Bilingual education is predicated on the belief that language minority students have a right to equal and quality education, and that the best means of achieving this is to employ the native language of the limited English-speaking child as a basis for learning in school.

Teaching the child his native language is an important aspect of bilingual education. Contact with his native culture, which a knowledge of the language makes possible, will instill in the child a sense of cultural pride, and the resulting positive self-concept will make him a better learner at school.

Upon such a premise, the Asian-American Bilingual Center has developed the Kindergarten Pilipino Reading-Language Arts Program. It is an instructional program geared to both immigrant Filipino children and Filipino children born in the United States who have learned to speak their native language at home. It aims to provide opportunities in developing skills in the Pilipino language and in maintaining a link with the native culture.

Why is there a need for such a program when there is a wealth of material available from the Philippines that would teach a child to read in the Pilipino language?

First, the Filipino-American child's situation is one that is quite different from that of his counterpart in the Philippines. While a child in the Philippines receives constant reinforcement in his own language from the environment around him, the Filipino-American would most probably receive it only at home. Elsewhere, English is the dominant language, the language he must eventually acquire in school in order to function as a member of American society.

Second, the content of materials from the Philippines is intrinsically Filipino, much of which may not be relevant or applicable to the Filipino-American child's experience.

What the Filipino-American child needs is material tailor-made for his needs. The content of this material should enable him to acquire skills in his own language while learning about his new environment, the multi-ethnic society around him, and the different situations he might find himself in.

The main thrust of this program developed by the AABC for the Filipino-American child is on the four areas of language development: listening, speaking, reading and writing. It is a highly integrated curriculum consisting of activities geared toward bringing together various aspects of the child's learning objectives.

THE CONTENT (Interaction)

The content of the program is divided into two components: Oral Language Development, and Reading which is phonics-based. The first, Oral Language Development, provides situations and activities for the child that will help develop his listening and oral skills. The second, Reading, introduces the sounds of Pilipino to the child and teaches him to blend different sounds together to form words that have meaning to him Later, he learns to read and write these words. Also built into the program are reading-related skills such as following directions, left-to-right progression, visual discrimination and perception, motor development, auditory discrimination and vocabulary development. Review activities and tests are also provided.

The topics in the Oral Language Development component, as well as the listening and oral vocabulary related to those topics, are determined by the Center's Concept Organization Plan which serves as the interdisciplinary framework of the total AABC curriculum. Since listening and oral vocabulary cover a wide range of words, the Oral Language Development component follows the above mentioned curriculum framework very closely, thus integrating the language arts with the other areas of the AABC curriculum. This integration is one of the Center's primary goals.

While every attempt has been made to correlate the Oral Language Development and Reading components of the program, close integration between the latter and the Center's Concept Organization Plan is not possible in every instance. The reading vocabulary must be controlled and highly sequenced. The teacher, therefore, should not expect to find a one-to-one correspondence between Oral Language Development vocabulary and Reading vocabulary in the lessons.

The Oral Language Development Component

Russel G. Stauffer, in his book, *The Language-Experience Approach to the Teaching of Reading,* says:

> By the time children are of school age, the overwhelming majority of them have oral-language facility sufficient to provide the foundation for reading instruction.

To tap this oral facility that children bring to school with them, the Oral Language Development component provides activities that aim to increase the child's listening and oral proficiency by building his vocabulary and giving him a chance to express his ideas and to share these ideas with others. He learns to listen for the details, describe details, analyze events, interpret pictures, infer outcomes, and draw conclusions.

In this Interaction handbook, the units are: Behavior, Cooperation and Communication. Each week's topic is presented through a story, a poem, pictures or rhymes that in turn lead to discussions. The vocabulary suggested on the front page introducing each day's lesson is largely determined by the topic being discussed. These words should be taught by the teacher and used during the discussion.

The tasks in the Oral Language Development component are also devoted to the development of comprehension. The following are incorporated into the Interaction units: listening for details, following story sequence, predicting what comes next, inferring from known facts, determining the main idea of the story, relating cause and effect, extending the story, selecting details (skimming), and associating concrete objects with abstract ideas. Most of these tasks are first presented orally or as worksheet activities. Later on, the children are required to apply what they have learned to the stories that they read.

The Reading Component

The main bulk of the program is centered around the development of decoding and letter-recognition skills. To teach these skills, the phonics approach has been chosen for the following reasons: 1) Pilipino is a phonetic language, i.e., there is a one-to-one relationship between phoneme and grapheme; 2) most specialists now agree that phonics should be taught fairly early in the reading program.

In developing the phonics program for beginning reading in Pilipino, we have devised a systematic, sequential and programmed approach, one that utilizes recent linguistic findings on language learning. For this approach, we have decided to apply some of the principles of the Distar Reading Program developed by Siegfried Engelmann and Elaine C. Bruner. Distar is a highly sequenced instructional program that is phonics-based and one that emphasizes decoding skills. For as Dr. Engelmann says:

> When a child can't read, it is usually because they can't take the first step. They can't crack the code. That is, they can't look at a word as a series of sounds and put the sounds together to form a word. The first two years of reading instruction are therefore the most critical, because during these years the child must be taught basic code-cracking and comprehension skills.

This is what the Reading component hopes to do: 1) to provide that "first step" in order for the child to have a firm base on which he can build more sophisticated reading skills; 2) to introduce the sounds of the Pilipino language to him; and 3) to provide him with a basic sight vocabulary.

From Distar, the following points have been adapted:

The teaching of sound names instead of letter names. This means that the child learns to recognize the letters as visual symbols of the sounds he can produce, rather than the other way around. The latter has been the traditional premise of most phonics programs ("This letter makes this sound. . ."). Nor do the letters follow the traditional alphabet sequence in Pilipino. In the Needs units, the following sounds were presented in sequence: a, e, i, o, u, m, s, n, r, k, d, t. In the interaction units, the following sounds are presented: h, g, l, w, p, b, y, n͡g. By the end of the total reading program, the kindergarten child will have been exposed to all 20 sounds found in the Pilipino language and should be able to blend the different consonants with the five vowels, be familiar with simple sight words, and be able to unlock new vocabulary. Consonant clusters and words containing the glottal stop will be presented in the first grade program, as will the Pilipino alphabet sequence, the names of the letters, and capital letter forms.

Techniques of sound blending. A basic skill a child has to learn is to put sounds together to form a meaningful unit. When he decodes a word, he has to visualize the sounds as being linked together from left to right and he has to blend these sounds in the correct order. The manner in which Distar teaches this to a child has been adapted in this reading program.

Reading techniques. At the end of the Needs units, the child was expected to read three-word phrases or longer sentences. The techniques of teaching him that skill were inspired by Distar. The acquisition of that skill will hopefully enable him to perform more sophisticated reading tasks that are required in the Interaction units.

Acquiring decoding and word recognition skills, however, is only part of the total picture. A child has to be able to produce the sounds well, hear them, be able to discriminate one sound from the other, be able to discriminate one visual symbol from another, and, most important, be able to comprehend the words that he is decoding. All these skills are provided by the reading program.

As in the Needs units, the reading vocabulary of the Interaction units is composed largely of simple one- or two-syllable words with penultimate syllable stress *(malumay)*. A few of the words, however, are *mabilis* (final syllable stress, e.g., *walís*), *maragsa* (final syllable stress with a glottal stop at the end of the word, e.g., *putî* and *malumi* .(penultimate syllable stress with a glottal stop at the end of the word, e.g., *susi*). Four of the words have five sounds instead of the usual four: takót, gusto, gatas, walis. The plural marker *mga* is taught as a sight word.

The phonics part of the program is highly sequenced. Skills are built upon other skills and there is constant review and reinforcement. Hence, technique and methodology are valuable in carrying out the program. It is important for the teacher to study the Notes to the Teacher that follow this introduction thoroughly and to review the materials frequently, for the key to the success of this program is the imaginative, innovative and interested teacher him/herself.

NOTES TO THE TEACHER

The Kindergarten Reading-Language Arts program is designed for small group instruction in maintenance bilingual programs that serve children with an adequate command of the Pilipino language. Each day's lesson, ideally, should cover a half-hour period. The program is meant to be part of a total Pilipino *bilingual* curriculum in a classroom.

Instruction may be conducted only in Pilipino or in both Pilipino and English, according to the language proficiency of the children. In instances where the children may be more familiar with the English translation of the vocabulary, a bilingual approach may be more suitable. Because it is difficult to determine the pace at which children progress in a week, Friday activities have been kept brief to accomodate a carry over of activities from previous days.

Each day's lesson is introduced by a front page that contains all the information that a teacher has to know before teaching. The page is divided into six boxes:

Objectives

The performance objectives that correspond to the day's activities are listed in sequence.

Materials

A list of materials supplied by AABC is provided. The teacher should have these materials ready before teaching the lessons. Under the heading *"Other"* will be found visual aids and classroom equipment that a teacher is expected to furnish him/herself.

Vocabulary

"Vocabulary" refers to oral vocabulary words that are used in the Oral Language Development component. The teacher should teach these words if the children are not familiar with them, and encourage the use of these words in the discussion. "Chart Vocabulary" refers to the pictures of objects that are found in the vocabulary chart which introduces each sound. The names of the objects start with the sound being taught, and the child repeats, not reads, the words to practive the initial sound.

"Reading Vocabulary" refers to the words that the child will be required to read, either on the board or on a reading worksheet. As has been stated, the reading vocabulary does not always correlate with the units in the Oral Language Development component. To facilitate sequencing of the material, however, a week's lessons are grouped under a unit. The reading vocabulary should be considered independent of this unit and the topic discussed in the Oral Language Development component.

Summary of the Day's Activity

This is a list of the activities found in the day's lesson. To simplify terminology, the following format was adopted: kind of activity, colon, title of activity. Example: Story: "A Rainy Day," Phonics lesson: e; Worksheet: Circle initial sound.

Grammatical Structures

This box tells the teacher the grammatical structures or parts of speech that are in the day's lesson and how they are going to be used.

(Example: Mayroong + noun + si _________.) This means that when using the word Mayroon in a sentence, the child is required to combine it with the name of an object and with the name of the person who owns the object. In games teaching grammar, the teacher is expected to model these structures first, or explain the rules of the game to the children to elicit the desired response.

Notes and Explanations

Certain activities require grammatical, linguistic, or additional information that would be useful to the teacher. All these are provided in this box.

THE PRESENTATION OF THE LESSONS

A week's series of lessons follows the content sequence of the program: oral language development and reading.

The first day of the week is devoted to oral language development. The topic is presented through a story, a poem, a song, pictures, or rhymes. These activities

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are meant to promote or improve the child's listening and comprehension skills as he is asked to listen for details, follow a story sequence, interpret events in pictures, compare and contrast objects or phenomena.

A discussion follows this listening activity in which the child is encouraged to contribute his ideas and share these ideas with the group. Together, the children learn about certain concepts, acquire new information, analyze facts and draw conclusions. In these discussions, the teacher should teach and use the vocabulary words suggested on the front page.

The rest of the week is devoted to reading and reading-related skills. Sounds previously taught are reviewed, and new sounds are presented. In this section, the child also learns to blend, do visual-auditory discrimination exercises, read sight words, and learn new reading vocabulary.

THE WORKSHEETS. Each child has a workbook. Four kinds of worksheets are provided:

1. A worksheet that requires the child to perform tasks like drawing a line, drawing a circle, etc.;
2. A writing worksheet that asks him to trace and copy letters and words;
3. A reading worksheet that contains stories for him to read;
4. A new vocabulary (NV) worksheet that requires him to decode new words using picture clues or structural analysis.

A Teacher's Edition of the Student Workbook is provided as a guide for the teacher and as an answer key when correcting the children's worksheets.

THE READER. A greater part of Weeks 29 and 30 is devoted to a reader which contains a review of all the sounds the child has learned, rules for decoding new words, two simple stories and a poem. The reader is intended as a culminating activity, requiring the child to use all the skills he has learned in the reading program.

TEACHING THE LESSONS

To teach the reading skills effectively, the teacher must rely on techniques which are discussed below. The explanations and directions are given to help the teacher present the lesson as systematically and as effortlessly as possible.

Teaching Sounds

Teaching the sounds to the children has been discussed in the Needs Teacher's Handbook. As previously stated, letter names are not used. When the letters are presented, the teacher refers to them as sounds. When sounding out these letters, produce the sounds correctly. These are the sounds presented in the Interaction units:

Letter	Sounding it out
h	hhh
l	lll
w	www
y	yyy
n͡g	n͡gn͡gn͡g

(Note: Repeated letters here mean that you have to make one slow sound. Hold the sound for about two or three seconds. Do *not* produce these consonants as *ha, la, wa,* etc. as they are called in the Abakada.)

Letter	Sounding it out	
g	g	(Note: These are stop sounds and cannot be held for a long time. Sound them out in isolation and do not add a vowel sound at the end.)
p	p	
b	b	

The general instructions for teaching sounds are as follows:

1. Say the sound clearly as you show the letter to the children. The auditory and visual cues should be simultaneous.

2. Have the children repeat the sound several times while pointing to the letter. (Again, do *not* call the letter by its name.)

3. Say some words that start with the sound being presented and ask the children if they can hear the sound at the beginning of the words. (The words are indicated in the lessons.)

4. Present the vocabulary chart that goes with the sound presentation. Identify the key word which is the picture at the very top. You may want to help the children's associative powers by saying something like "*m* ay sa manok." Say the names for all the pictures and have the children repeat the words. To clarify meaning, use some of the words in sentences or ask them questions about the pictures.

5. Associate the sound with whatever objects you might have around or with children's names that start with that sound.

6. Ask the children to again identify the sound of a given letter.

In all the lessons, auditory discrimination or visual-auditory discrimination exercises are given. These are self-explanatory and the teacher should be able to do them without further assistance.

Sound Sliding

By the end of the Needs units, the child should have mastered this skill. If reinforcement is needed, please refer to the rules for sound sliding in the Needs Handbook.

Words that Begin with a Stop Sound

In the Interaction units, three more stop sounds are presented: *g*, *p*, *b*. Stop sounds refer to utterances that are produced by stopping or restricting the flow of air in the mouth cavity. These sounds cannot be held for a long time and then blended with the vowel. Hence, the sound sliding procedures above cannot be used. Teaching blending in words that begin with stop sounds requires a different approach.

First, present the stop sound following the procedures for teaching sounds. When the children are familiar with the sound, can hear and produce it in isolation, and are familiar with the letter, present the task of blending this sound with a vowel in a rhyming series. Here are the directions:

1. Write a rhyming series like this on the board:

ma
ra
sa
ga

Note: In the first three syllables, the initial sound is a continuous one and can easily be blended with the vowel, following sound sliding procedures. The children are already familiar with these three sounds and the blending process.

2. Call the children's attention to the first three "words." Read them: "*ma, ra, sa*. . ." Then point to the last one and say: "What's this?" Since the children know the sound *g* and are able to recognize the vowel following it, they should not have any difficulty completing the rhyming series.

3. If they cannot do the task, repeat the rhyming process over and over. Review the sound *g* to check sound recognition.

4. Use the same procedure to blend the stop sound with other vowels.

5. When the skill is mastered, the children should be able to blend the stops with the vowels effortlessly.

Reading it Fast

Like sound sliding, this skill should be mastered by the end of the Needs units. Please refer to the instructions in the Needs Handbook if necessary.

Reading Words in a Story

The stories in the Interaction reading units are considerably longer than the ones provided in the Needs units. At this stage, the child should be able to whole-read words in the story without devices like arrows or dots. He should be able to blend the sounds without too much effort and recognize simple familiar sight words.

One of these two recommended methods may be used to read the stories. However, if the teacher has other techniques that may be more stimulating and effective, he/she should not hesitate to use them instead.

1. Ask the children to put their fingers under the word and to sound it out quietly with their eyes. When they are ready to read it, they raise their hands. Ask them what the word is. Do the same for the other words.

2. Establish a uniform signal with the children (e.g., tap the desk with your pencil, clap softly, snap your finger softly, etc.) that will let the children know when to read the word. Ask the children to put their fingers under the word and to sound it out quietly with their eyes. Give a "ready" signal (e.g., say: "Get ready to read the word."), then give the "read" signal. Have the children read the word together.

After this initial choral reading, the following may be done as a follow up:

1. Ask questions about the story to check comprehension. Questions may also be asked after every sentence, if necessary.

2. Go over the story again as a group.

3. Do individual reading.

Writing

To teach writing skills, the teacher should refer to any good reference book on handwriting currently being used by the school district. Good writing habits, however, must always be emphasized to the children: good letter formation, spacing, writing on the line, etc.

When doing the writing activity, follow these procedures:

1. Call the children's attention to the picture of the key word on top. It is the same picture used in the vocabulary chart. Ask them to identify the picture. Ask: "What sound does it start with?" Call their attention to the letter beside the picture.

2. Tell them that they are going to learn to write the letter. Always demonstrate on the board before letting the children perform the task.

3. Show the children how to form the letters on the board, using the arrows shown on the worksheet and calling the children's attention to them. Tell the children to start from the dot *always*.

4. On the first line, tell them to look at the example on the left. Ask them to make letters that look exactly like it, following your example on the board and taking note of the dot and the arrows.

5. On the second line, the dotted line serving as a guide is drastically shortened. The children only see enough to get them started.

6. On the third line, only the dot is provided.

7. On the bottom line, no help is provided, only an example at the left. The children should be able to write the letter on their own.

On some of the writing worksheets, the children are also asked to trace and copy a vocabulary word on the last two lines.

Unlocking New Vocabulary

A new skill is introduced to the child by Week 24: decoding new words. This enables him/her to attack unknown words that contain sounds he is familiar with. Picture clues are used to help the child unlock the new word. The word is used in a sentence which also has an accompanying illustration.

Much later, the child is asked to look at a familiar word to which other sounds have been added, either at the beginning or at the end. He is asked to decode this new word by putting the two elements together (e.g., *ka* + *may* = kamay).

The directions for unlocking new vocabulary are given in the lessons that require this activity.

Using the Reader

Reading the selections in the reader (Weeks 29 and 30) requires three steps:

1. PREPARATION - consists of building a background for reading the selection, such as discussing familiar and related incidents, finding the title, identifying and locating punctuation marks and reading new words.

2. READING THE STORY - requires the children to read the selection with the teacher's direction.

3. REVIEW AND FOLLOW-UP - involves going over the vocabulary words and the story, oral reading, enrichment activities related to the reading, and a worksheet activity.

Specific instructions for reading the selections are given in the lessons.

PRESENTING THE SOUNDS

NEEDS:

a e i o u

m s n r k

INTERACTION:

d	t	h	g	l
		WK 21 D3	WK 22 D3	WK 23 D3
w	p	b	y	ng
WK 24 D3	WK 26 D2	WK 26 D3	WK 27 D2	WK 28 D2

The letters and numbers under the sound represent the week and the day the sound is introduced.

READING SKILLS SEQUENCE CHART

WEEK	21	22	23	24	25	26	27	28	29	30
Sounds	h x	g x	i x	w x	Review /Test	p,b x	y x	ng x		
Reading a Phrase/ Sentence	x	x			Review /Test		x	x		
Reading a Story	x	x	x	x		x	x	x	x	x
Sight Words					mga x					
Writing	h x	g x	i x	w x	Review	p,b x	y x	ng x		
Unlocking New Vocabulary			x	x	x	x	x	x	x	x
Oral Reading									x	x

READING VOCABULARY LIST

WEEK		
21	hari ahas takot	
22	gusto gatas rin	
23	luis lolo lola mo ko	N.V.* isa ulo damo
24	walis ito	N.V.* lima tao relo
25	mga	N.V.* mata loro susi
26	baka ben pusa pato bola cabi ba oo	N.V.* maliit malaki
27	yelo may kay itim puti sana baso	N.V.* kasama kamay sakay
28	ngipin pula	
29	doon hanap nila nasaan	
30	baro tambol yo-yo botas ano sina	

*Unlocking new vocabulary

UNIT 1: BEHAVIOR

CONCEPT: Interaction UNIT: Behavior WEEK: 21 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest and comprehension.
2. Share his ideas in a discussion.
3. Learn words for different feelings and emotions.

MATERIALS:

AABC: 1. Teaching pictures: "Hanibal, the Giant" (pages 184-188).

VOCABULARY:

damdamin	- feeling
galit	- angry
inaantok	- sleepy
malungkot	- sad
masaya	- happy
naiinip	- bored
nasusuya	- disgusted
pagod	- tired
takót	- afraid

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "Si Hanibal, Ang Higante"
2. Discussion: Feelings

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: Behavior is related to feelings and conditions.

ACTIVITY 1: Story

1. Read the following story, showing the accompanying teaching pictures at the appropriate times:

SI HANIBAL, ANG HIGANTE

Picture 1. Si Hanibal ay isang higanteng nakatira sa kuweba. Mabait na higante si Hanibal at palaging masaya. Araw-araw, tinutulungan niya ang mga magsasaka sa bukid.

Picture 2. Isang araw, hindi dumating si Hanibal. Hintay nang hintay ang mga magsasaka, nguni't walang Hanibal.

"Ano kaya ang nangyari?" tanong nila sa isa't-isa.

"Pupuntahan ko siya sa kaniyang kuweba," ang sabi ng isang lalaking magsasaka.

Picture 3. Pagdating ng magsasaka sa kuweba ni Hanibal, naroon ang higante at tila malungkot na malungkot.

"Bakit ka malungkot, Hanibal?" ang tanong ng magsasaka.

Picture 4. "Hatsing!" ang bahin ni Hanibal, sabay punas sa kaniyang nguso. "Sa lakas ng hangin at ulan kagabi, sinipon ako nang masyado. Nalulungkot ako dahil sa hindi ko kayo matutulungan ngayong umaga."

Picture 5. "Huwag kang malungkot, kaibigan," ang sabi ng magsasaka. "Ang mahalaga ay ang iyong kalusugan. Magpahinga ka ngayon at dadalhan ka namin ng masarap na pagkain."

"Salamat, kaibigan," sabi ni Hanibal, "tunay kayong kaibigan. Hatsing!"

ACTIVITY 1: Story (Cont'd)

2. Ask these comprehension questions:

   a. What was the giant's name?
      ANO ANG PANGALAN NG HIGANTE?
   b. Where did he live?
      SAAN SIYA NAKATIRA?
   c. What kind of a giant was he?
      ANONG URING HIGANTE SI HANIGAL?
   d. Why was he sad? What happened?
      BAKIT SIYA MALUNGKOT ISANG ARAW? ANO ANG NANGYARI?
   e. What will the farmers do?
      ANO ANG GAGAWIN NG MGA MAGSASAKA?

ACTIVITY 2: Discussion

1. Ask questions leading to a short discussion on feelings.

   Example:
   a. Hanibal was sad because he couldn't help his friends. Have you ever felt sad? When did you feel sad? What happened? When have you felt angry? etc.

      MALUNGKOT SI HANIBAL DAHIL SA HINDI SIYA PUWEDENG TUMULONG SA KANIYANG MGA KAIBIGAN. KAILAN KAYO NALULUNGKOT? ANO ANG NANGYARI? KAILAN KAYO NAGALIT?

2. Emphasize in the discussion the cause and effect relationship of different events and different feelings. Example: *event* - receiving a present - produces *feeling* - being happy; *event* - watching a horror movie - produces *feeling* - being scared.

CONCEPT: Interaction UNIT: Behavior WEEK: 21 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recall vocabulary words related to feelings.
2. Recognize cause and effect relationships in events.

MATERIALS:

AABC:
1. Teaching pictures: "Feelings" (pages 189-196)
2. Student Worksheet, "Cause and Effect," (Student Workbook (page 1)

VOCABULARY:

same as Day 1

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Vocabulary
2. Discussion: Cause and Effect
3. Worksheet activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Dialog

1. Distribute teaching pictures to each child. Each one displays a specific emotion. Review vocabulary words by conducting a dialog with the children.

   Example:
   T: (Holds up his/her picture, e.g., happy.) Look at me. I'm happy.
   And you, Jerry, are you happy?

   TINGNAN NINYO AKO. MASAYA AKO. IKAW, JERRY, MASAYA KA BA?

   J: Yes/No. I'm happy/sad. (Holds up his picture.)

   OPO/HINDI PO. MASAYA/MALUNGKOT AKO.

   T: Maria, are you tired? MARIA, PAGOD KA BA?

   M: Yes, I am. OPO, PAGOD AKO.

   T: Fred looks mad. Why are you mad?

   GALIT YATA SI FRED. BAKIT KA GALIT?

   F: Because. . . KASI. . .

   Vary the questions and situations in the dialog.

ACTIVITY 2: Discussion

1. Direct the children to recognize and understand cause and effect relationships by discussing things like the following:

   a. If I fall off the swing, what will happen to me?
   KUNG MAHULOG AKO SA DUYAN, ANO ANG MANGYAYARI SA AKIN?

   b. If a ball hits a glass window, what will happen to the window?
   KUNG TAMAAN NG BOLA ANG SALAMIN SA BINTANA, ANO ANG MANGYAYARI SA SALAMIN?

ACTIVITY 2: Discussion (Cont'd)

c. If my mother spanks me, what will happen to me?
KUNG PALUIN AKO NG NANAY KO, ANO ANG MANGYAYARI SA AKIN?

d. If you drop a plate on the floor, what will happen to the plate?
KUNG LUMAGPAK ANG PLATO SA SAHIG, ANO ANG MANGYAYARI SA PLATO?

2. Ask the children to open their workbooks to page 1 and have them look at the pictures. Discuss the pictures.

a. First row:
What is happening in the first picture?
What is happening in the second picture?
How do you think the boy feels?

ANO ANG NANGYAYARI SA UNANG LARAWAN?
ANO ANG NANGYAYARI SA PANGALAWANG LARAWAN?
ANO SA PALAGAY NINYO ANG NARARAMDAMAN NG BATA?

b. Second row:
Where is the girl going?
How is she dressed?
What is happening in the second picture?
Is it a real ghost?
How do you think the girl feels after being frightened by a ghost?

SAAN PAPUNTA ANG BATANG BABAE?
PAANO SIYA NAKABIHIS?
ANO ANG NANGYAYARI SA PANGALAWANG LARAWAN?
MULTO BANG TALAGA IYON?
ANO SA PALAGAY NINYO ANG NARARAMDAMAN NG BATANG BABAE NANG MAKITA NIYA ANG MULTO?

c. Third row:
What is the man doing?
Where is he?
What is happening in the second picture?
Why is he sweating?
How do you think he feels after running?

ACTIVITY 2: Discussion (Cont'd)

ANO ANG GINAGAWA NG LALAKI?
NASAAN SIYA?
ANO ANG NANGYAYARI SA PANGALAWANG LARAWAN?
BAKIT SIYA PINAPAWISAN?
ANO SA PALAGAY NINYO ANG NARARAMDAMAN NIYA MATAPOS TUMAKBO?

ACTIVITY 3: Worksheet activity

1. Tell the children to look at the top row again. In the third box, ask them to draw the boy to show how he feels.

2. Do the same thing for the second and third rows.

CONCEPT: Interaction UNIT: Behavior WEEK: 21 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recall the sounds he has previously learned.
2. Hear and produce the sound *h*.
3. Identify the letter representing the sound *h*.
4. Read three new vocabulary words: hari, ahas, takot.

MATERIALS:

AABC:
1. Flashcards of sounds previously learned.
2. Flashcard of *h* sound.
3. Chart, *h* vocabulary.
4. Student Worksheet, "Matching Words and Pictures" (Student Workbook, page 2)

Other:
1. Picture of a snake
2. Picture of a king

VOCABULARY:

Chart Vocabulary:	
halaman	- plant
hamon	- ham
hari	- king
higante	- giant
hipon	- shrimp
holen	- marbles

Reading Vocabulary:	
ahas	- snake
hari	- king
takot	- afraid

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: Sounds previously learned
2. Phonics lesson: *h*
3. Phonics lesson: medial *h*
4. Reading words
5. Worksheet: Matching words and pictures

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review

1. Show flashcards of all the sounds previously learned. Ask the children to identify the sounds.

2. Ask the children to call out some words that start with the sounds being reviewed.

ACTIVITY 2: Learning *h*

1. Hold up the *h* flashcard and identify the sound:
   "This is *h*."
   ANO TUNOG NA ITO AY

   Have the children repeat the sound several times.

2. Proceed following Teaching Sounds directions.

   h words to say orally: halaman, halik, hamon, hangin, heneral, higante, haligi.

   h words on chart: hipon, hari, hamon, halaman, higante, holen.

ACTIVITY 3: Medial *h*

1. Ask the children to listen to the following words. Tell them to listen for the *h* sound.

   ahas, ahit, dahon, kahit

2. Ask them if they hear the *h* at the beginning or in the middle of the words. Have them repeat the words with you.

ACTIVITY 4: Reading words

1. Write the following words on the board to check if the children remember them:

   ang, tito, aso

   Ask the children to read the words.

2. Show the picture of a snake. Ask the children to identify it (ahas). Tell them that you are going to write the word on the board. Write *ahas* on the board. Have the children sound out the word as the teacher points to the sounds. Ask the children to locate the *h* sound. (middle - gitna)

3. Show the picture of a king. Ask the children to identify it (hari). Write *hari* on the board. Have the children read the word. Ask them to locate the *h* sound.

4. Write *ta* on the board. Have the children read it. Add *ko* next to it to make *tako*. Have the children read the new "word." Have them read it again; this time, as they pronounce the second syllable, write *t* at the end and have them slide to that last sound. Ask them to identify the word. (takot)

   Use *takot* in a sentence and talk about the things children might be afraid of.

5. Go over the new vocabulary words again. Combine the nouns with *ang* to form phrases: ang hari, ang ahas.

ACTIVITY 5: Worksheet

Identify the pictures. Read the words below. Draw lines from the words to the pictures.

CONCEPT: Interaction UNIT: Behavior WEEK: 21 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the sound *h* and the new vocabulary words.
2. Read a story containing the new vocabulary words.
3. Write the letter *h* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Flashcard and chart: *h*
2. Student Reading Worksheet A (Student Workbook, page
3. Student Writing Worksheet, *h* (Student Workbook, page 4)

VOCABULARY:

Reading Vocabulary:

ahas	- snake
ang	- noun marker
aso	- dog
hari	- king
sa	- in, on, at, of
takot	- afraid
tito	

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *h* and vocabulary words
2. Reading worksheet
3. Writing, worksheet: *h*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Review

1. Show the *h* flashcard and ask the children to identify the sound. Show the *h* vocabulary chart and have the children call out the names of the pictures.

2. Ask the children to repeat these phrases to practice the *h* sound:

   habulin ang hangin
   hanapin ang hanip
   haluin ang halo-halo
   handa na ba ang hapag?
   hilik nang hilik

   halika dito
   huwag humagulgul
   hintayin si Henry
   hatiin mo ang hotdog
   hipan mo ang holen

3. Write these words on the board and go over them with the children:

   hari
   ahas
   takot

   tito
   aso
   ang

ACTIVITY 2: Worksheets

1. *Directions*: (Follow Reading directions.)

   takot ang hari sa ahas
   takot si tito sa ahas
   takot ang aso sa ahas

   Ask:
   a. Who are the people in the story?
   SINU-SINO ANG MGA TAO SA KUWENTO?

   b. What animals do you see?
   ANU-ANONG MGA HAYOP ANG NAKIKITA NINYO?

   c. Who is afraid of the snake?
   SINO ANG TAKOT SA AHAS?

ACTIVITY 2: Worksheets (Cont'd)

d. If you make a snake mad, what will it do?
KAPAG PINAGALIT NINYO ANG AHAS, ANO ANG GAGAWIN NITO?

Have the children color the picture.

2. *Directions:* Follow Writing directions and have the children do the writing task on their worksheets.

CONCEPT: Interaction UNIT: Behavior WEEK: 21 DAY: 5

OBJECTIVES:

The child will be able to:
1. Use the vocabulary words in sentences.
2. Draw a face showing an expression of feeling and dictate a sentence about the picture to the teacher.

MATERIALS:

AABC:
1. Teaching picture: Hanibal
2. Student Worksheet, "Blank Face", (Student Workbook, page 5)
3. Student Worksheet, "*h* vocabulary" (Student Workbook, page 6)

VOCABULARY:

same as Day 1

SUMMARY OF THE DAY'S ACTIVITIES:

1. Exercise: Using the vocabulary words in sentences.
2. Worksheet activity: Drawing a face
3. Worksheet: Coloring *h* pictures

GRAMMATICAL STRUCTURES:

Vocabulary word + ako + kapag ________.

Example: Masaya ako kapag maganda ang panahon.

NOTES AND EXPLANATIONS:

ACTIVITY 1: Using the vocabulary words in sentences.

1. Show the picture of Hanibal, the Giant.

   Ask:
   a. Who is this?
      SINO ITO?

   b. Remember what happened to him?
      NATATANDAAN BA NINYO ANG NANGYARI SA KANIYA?

2. Talk about the story and how Hanibal felt.

   Model this structure:
   Hanibal/He is happy when he's helping the farmers.
   MASAYA SI HANIBAL/SIYA KAPAG TINUTULUNGAN NIYA ANG MGA MAGSASAKA.

3. Do a sentence completion exercise.

   Say:
   I'm happy when the children listen to me.
   You, Jerry, when are you happy?

   AKO, MASAYA AKO KAPAG NAKIKINIG ANG MGA BATA SA AKIN.
   IKAW, JERRY, KAILAN KA MASAYA?

   Direct the children to use this structure in their responses:

   vocabulary word AKO KAPAG ______________________.

ACTIVITY 2: Worksheet activity

1. Have the children open their workbooks to page 5.

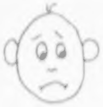
2. Ask the children to draw a picture of themselves when they are happy, sad, angry, etc. When a child finishes his/her drawing, he/she should

ACTIVITY 2: Worksheet activity (Cont'd)

come up to the teacher and dictate a sentence about the picture. Write the child's "story" under his picture.

Example:

Jerry



malungkot ako kasi
masakit ang tiyan ko.

ACTIVITY 3: Worksheet

Directions: Hanibal is looking for some caves. Help him find the right caves. Color the ones that show an object whose name starts with *h*.

CONCEPT: Interaction UNIT: Behavior WEEK: 22 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest and comprehension.
2. Share his ideas in a discussion.

MATERIALS:

AABC: 1. Teaching Pictures: "Two Spiders" (pages 197-204)

Other: 1. Picture of a spider or a filmloop or filmstrip on spiders.

VOCABULARY:

bahay-gagamba	- cobweb
gagamba	- spider
hagulgol/hikbi	- sob
kaakit-ahit	- attractive
kinahinatnan	- the result of consequence
pasiya	- decision

SUMMARY OF THE DAY'S ACTIVITIES:

1. Background: Discussion on spiders
2. Story: "Two Spiders"
3. Discussion: Being responsible for our actions

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: We make choices and should be responsible for our choices.

ACTIVITY 1: Background

1. To provide background for the story and to stimulate interest, show a picture of a spider or a short filmloop or filmstrip on spiders.

2. Talk about spiders by asking motivation questions like:

   a. Where do spiders live?
      SAAN NAKATIRA ANG GAGAMBA?
   b. How do they make their cobwebs?
      PAANO SILA GUMAGAWA NG BAHAY?
   c. How big are they?
      GAANO KALAKI ANG MGA GAGAMBA?
   d. Do they come in different colors?
      IBA'T-IBANG KULAY BA ANG MGA GAGAMBA?
   e. How many legs does a spider have?
      ILAN ANG PAA NG GAGAMBA?
   f. Do spiders bite?
      NANGANGAGAT BA SILA?

3. Say: "Today, I'm going to read a story about two spiders. Listen carefully so you can tell me what happened when I finish reading the story."

   BABASA AKO NG KUWENTO TUNGKOL SA DALAWANG GAGAMBA. MAKINIG NA MABUTI. PAGKATAPOS KONG BASHIN ANG KUWENTO, SASABIHIN NINYO SA AKIN KUNG ANO ANG NANGYARI.

ACTIVITY 2: Story

1. Read the story aloud, showing pictures at appropriate times.

ANG DALAWANG GAGAMBA

Picture 1: May isang pamilya ng gagamba na nakatira sa isang puno ng niyog: ang inang gagamba at ang kaniyang dalawang anak. Araw-araw, naglalaro ang dalawang munting gagamba habang naghahanap ng makakain ang kanilang ina. Naghahabulan sila sa kanilang bahay-gagamba.

ACTIVITY 2: Story (Cont'd)

Picture 2: Isang araw, ang sabi ng inang gagamba, "Mga anak, panahon na upang humanap kayo ng inyong sariling matitirahan. Panahon na upang gumawa kayo ng inyong sariling bahay-gagamba."

Galak na galak ang dalawang munting gagamba. "Talaga ba, ina?" ang kanilang tanong.

"Ngunit tandaan ninyo," ang babala ng ina, "kailangan ninyo ng bahay na matibay, malinis at kaakit-akit."

Picture 3: "Gagawa ako ng napakalaking bahay," ang sabi ng unang munting gagamba. "Ang bahay ko ang magiging pinakamalaki at pinakamaganda." At sinimulan niyang habihin ang kaniyang bahay-gagamba. Totoo nga! Tunay na napakalaki ang ginawa niyang bahay na nakabitin sa dalawang malapad na dahon ng niyog.

Picture 4: Ang ikalawang munting gagamba ay nag-isip-isip nang makita niya ang bahay ng kaniyang kapatid. "Malaki nga ang bahay niya at talagang maganda. Maaari rin akong gumawa ng bahay na kasingganda noon, nguni't gaano katibay ang malaking bahay. Pagdating ng bagyo, ulan o hangin, ano ang mangyayari sa akin?" At nagsimula siyang gumawa ng maliit na bahay, maliit nga ngunit malinis at matibay.

Picture 5: "Ha!" ang payabang na sabi ng unang gagamba, "tingnan mo ang iyong bahay, wala kang panalo sa akin. Ha! ha! ha!"

Picture 6: Isang gabi, umulan nang malakas at inuga ng hangin ang puno ng niyog. Kinabukasan, paggising ng ikalawang gagamba, narinig niya ang hagulgol ng kaniyang kapatid. "Ang aking bahay!" hikbi ng unang munting gagamba, "nawasak ang aking magandang bahay!"

Picture 7: "Siya!" ang sabi ng ikalawang gagamba, "sa paggawa ng bahay, iyong pinili ang kagandahan sa halip ng katibayan. Ngayon, dapat mong tanggapin ang kinahinatnan ng iyong pasiya. Sa uulitin, isipin mong mabuti ang iyong gagawin bago ka kumilos."

ACTIVITY 2: Story (Cont'd)

Picture 8: "Tama ka, kapatid," sang-ayon ng unang gagamba, "simula ngayon, pag-iisipan kong mabuti ang aking mga gawain."

ACTIVITY 3: Discussion

1. Ask these comprehension questions:

   a. Where did the spiders live?
   SAAN NAKATIRA ANG MGA GAGAMBA?
   b. What did the mother spider say?
   ANO ANG SINABI NG INANG GAGAMBA?
   c. What did the first baby spider do?
   ANO ANG GINAWA NG UNANG MUNTING GAGAMBA?
   d. The second baby spider?
   ANO ANG GINAWA NG IKALAWANG MUNTING GAGAMBA?
   e. What happened one night?
   ANO ANG NANGYARI ISANG GABI?
   f. What did the second spider find the next morning?
   ANO ANG NAKITA NG IKALAWANG GAGAMBA KINABUKASAN?
   g. Do you think the first spider will ever make another big cobweb again? Why not?
   GAGAWA KAYA ULI NG MALAKING BAHAY ANG UNANG GAGAMBA? BAKIT HINDI?

2. In the discussion, emphasize the following points:

   a. We are capable of making choices in our actions.
   b. We should think about the possible consequences of our actions.
   c. We are responsible for our actions and should accept their consequences.

CONCEPT: Interaction UNIT: Behavior WEEK: 22 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recall the sequence of the story's events through pictures.
2. Follow directions given by the teacher.
3. Recall the sound *h* and reading words previously taught.

MATERIALS:

AABC: 1. Teaching pictures: "Two Spiders" (page 197-204)
Others: 1. Pictures of a spider, a goose and a moth.

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Comprehension activity: Sequencing pictures
2. Game: Pantomime
3. Review: *h* and reading words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Sequencing pictures

1. Tell the children: "Remember the story I read you yesterday? Well, let's see if you remember what happened."
   NATATANDAAN BA NINYO ANG KUWENTONG BINASA KO KAHAPON? TINGNAN NATIN KUNG NAAALAALA NINYO ANG NANGYARI.

2. Put the pictures accompanying the story on the chalk ledge but do not arrange them in sequence. Then say: "These pictures tell us the story of the two spiders but there's something wrong with the way they're arranged. Re-arrange them in the proper order. But you have to tell me what happened in the story."

   ETO ANG MGA LARAWAN NG KUWENTO TUNGKOL SA DALAWANG GAGAMBA. NGUNIT HINDI TAMA ANG PAGKAKAAYOS NG MGA ITO. AYUSIN NATIN ANG MGA LARAWAN AYON SA KUWENTO. SABIHIN NINYO SA AKIN ANG MGA NANGYARI.

3. Let the children tell you the sequence of events and help you arrange the pictures in the right order. Be sure to ask for factual details and include inference questions like:

   a. How did the baby spiders feel when mother told them they could make their own webs?
      ANO ANG PAKIRAMDAM NG MGA MUNTING GAGAMBA NANG SINABI NG KANILANG INA NA PUWEDE NA SILANG GUMAWA NG SARILI NILANG BAHAY?

   b. What did they say?
      ANO ANG SINABI NILA?

   c. How would they have said those words?
      PAANO KAYA NILA SINABI ANG MGA SALITANG IYON?

   d. How long do you think it took them to finish their webs?
      SA PALAGAY NINYO, GAANO KATAGAL NILA GINAWA ANG KANILANG BAHAY?

   e. Show us with your hands and arms how big the cobweb was.
      IPAKITA NGA NINYO SA AKIN KUNG GAANO KALAKI ANG BAHAY-GAGAMBA. GAMITIN ANG MGA KAMAY AT BRASO.

ACTIVITY 1: Sequencing pictures (Cont'd)

f. How long did the rain last?
GAANO KATAGAL UMULAN?

g. When the wind blows, what happens to the leaves of trees?
PAG UMIHIP ANG HANGIN, ANO ANG NANGYAYARI SA MGA DAHON NG PUNO?

h. Where did the spider go when the wind was blowing away his web?
SAAN KAYA NAGTAGO ANG GAGAMBA HABANG HINIHIPAN NG HANGIN ANG KANIYANG BAHAY?

ACTIVITY 2: Game

1. Divide the class into three groups. Each group is named after an animal whose name starts with the *g* sound: gagamba (spider), gansa (goose), gamu-gamo (moth). Provide a picture of the animal to be used by each team as its "mascot."

2. Ask the children to think of certain actions or movements these animals make. Example: spiders make cobwebs, geese fly (or quack), moths fly (or flutter their wings).

3. Each group then pantomimes an action and the teacher starts a dialog exercise. Example:

   (Spider group pantomimes making a cobweb.)

   Question: What are you doing?
   ANO ANG GINAGAWA NINYO?
   Response: We are making a cobweb.
   GUMAGAWA KAMI NG BAHAY-GAGAMBA.
   Question: What are they doing? (to geese group)
   ANO ANG GINAGAWA NILA?
   Response: They are making a cobweb.
   GUMAGAWA SILA NG BAHAY-GAGAMBA.
   Question: Let's all make a cobweb. (Pantomime action)
   What are we making?
   GUMAWA TAYONG LAHAT NG BAHAY-GAGAMBA. ANO ANG GINAGAWA NATIN?

ACTIVITY 2: Game

Response: We are making a cobweb.
GUMAGAWA TAYO NG BAHAY-GAGAMBA.

Vary the game by doing the following:

a. using different movements and actions;
b. asking one group to give a command to another group ("Fly" LUMIPAD KAYO.)

ACTIVITY 3: Reviewing *h* and vocabulary words

1. Write *hari* on the board and ask the children to read it. Ask them what sound they hear at the beginning. Have a child come to the board to point out the sound. Do the same for *ahas*. Ask the children to produce the sound *h* while you point to it.

2. Write the following words on index cards and flash them for review:

mesa
sama
ng
ni
ako

ang
kama
eto
takot
saan

hari
at
ang
ahas
nasa

CONCEPT: Interaction UNIT: Behavior WEEK: 22 DAY: 3

OBJECTIVES:

The child will be able to:
1. Hear and produce the sound *g*.
2. Identify the letter representing that sound.
3. Read four new vocabulary words: gatas, gusto, rin, ko.

MATERIALS:

AABC:
1. Flashcard, *g* sound
2. Chart, *g* vocabulary

VOCABULARY:

Reading Vocabulary:

gatas	- milk
gusto	- like/want
ko	- I
rin	- also

SUMMARY OF THE DAY'S ACTIVITIES:

1. Phonics lesson: *g*.
2. Phonics lesson: medial and final *g*.
3. Rhyming exercises
4. Reading words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Learning *g*

1. Say: "Remember these three words we used yesterday: gagamba, gansa, gamu-gamo?"
   NATATANDAAN BA NINYO ANG TATLONG SALITANG GINAMIT NATIN KAHAPON?

   Ask the children what sound they hear at the beginning of those words.

2. Show the *g* flashcard and identify the sound ("This sound is *g*." ANO TUNOG NA ITO AY *g*.). Ask the children to repeat the sound.

3. Proceed following Teaching Sounds directions.

   g words to say orally: gagamba, gatas, gitara, galit, gamot, ginoo

   g words on chart: gagamba, gatas, guro, gansa, gusto, gulay, gitara

4. Play an auditory discrimination game. Tell the children that you're going to say some words. If they hear *g* at the beginning, they are to raise their hands.

   hanap, ginto, gusto, manok, gitara, nanay, radyo, relo,
   gulay, guro, sipa, gamu-gamo, kendi, gulong, gansa, ginoo

ACTIVITY 2: Medial and final *g*

1. Ask the children to listen to these words. Tell them to listen carefully for the *g* sound: tago, dagat, kagat.

   Ask them where they hear the sound *g*, at the beginning or in the middle of the word. Have them repeat the words with you.

2. Now ask them to listen again. Say these words: kulog, itlog, sahig, banig. Ask them where they hear the *g* sound this time. Have them repeat the words with you.

ACTIVITY 2: Medial and final *g* (Cont'd)

3. Say the following words to the children. If they hear the *g* at the beginning, they are to stand up. If they hear it at the end, they are to clap once.

guro
gitna
kulog

gulay
dilig
kabig

goma
gising
gitara

hinog
garahe
tubig

ACTIVITY 3: Rhyming

Note: *g* is a stop sound and must be presented in a rhyming series (see Notes to the Teacher for detailed instructions).

1. Write this rhyming series on the board:

ma
ra
sa
ha
ga

Proceed following procedures for Words that Begin with a Stop Sound (Notes to the Teacher).

2. Continue with:

he
se
he
ge

mi
hi
si
gi

ro
ho
so
go

nu
ru
mu
gu

ACTIVITY 4: Reading words

1. Ask the children: "What do you drink in the morning before you come to school?"

ACTIVITY 4: Reading words (Cont'd)

ANO ANG INIINOM NINYO SA UMAGA BAGO KAYO PUMASOK SA PAARALAN?

One of the responses should be milk (gatas). Call the children's attention to this word and tell them that you are going to write the word on the board.

Write *gatas* on the board. Cover the last syllable (*tas*) and ask the children to read the first syllable. Uncover the second syllable and have them read it. Ask them to read the whole word.

2. Write *gusto* on the board. Identify the word for the children while pointing to it. Point to the individual sounds while sounding out the word. Ask the children to say the word. Use it in a sentence. Ask them about things they like.

4. Write *rin* and *ko* on the board. These are simple words and the children should not have difficulty reading them.

4. Write *ng* on the board. Have the children read it.

5. Write this sentence on the board:

   gusto ko rin ng gatas

   Direct the whole class to read the sentence together. Ask the children questions about milk.

CONCEPT: Interaction UNIT: Behavior WEEK: 22 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the sound *g*.
2. Read a story.
3. Write the letter *g* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Student Reading Worksheet B (Student Workbook, page 7)
2. Student Writing Worksheet, *g* (Student Workbook, page 8)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *g*
2. Worksheets: Reading Worksheet
   Writing *g*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *g*

1. Play a riddle game. Say: "I have some riddles for you to guess. The answers are names of things that begin with *g*. Are you ready?" HULAAN ANG SAGOT SA MGA BUGTONG NA ITO. ANG MGA SAGOT AY MGA BAGAY NA NAGSISIMULA SA *g*. HANDA NA BA KAYO?

   Ask the following questions:

   a. It is something white which we drink every morning to keep us healthy. What is it? KULAY PUTI ITO AT INIIINOM NATIN TUWING UMAGA UPANG TAYO AY LUMUSOG. ANO ITO? (gatas)

   b. We put it in cars to make them run. INILALAGAY NATIN ITO SA ATING MGA KOTSE PARA UMANDAR. (gasolina)

   c. After the sun sets and the moon comes out, what do we call that time of the day? PAGLUBOG NG ARAW AT PAGSIKAT NG BUWAN, ANO ANG TAWAG NATIN DOON? (gabi)

   d. Beans, tomatoes, cucumbers, cabbage: what are these things? SITAW, KAMATIS, PIPINO, REPOLYO: ANU-ANO ANG MGA ITO? (gulay)

2. Teach this song to the tune of "An Eensy-weensy Spider" using finger play movement.

   Isang munting gagamba
   Umakyat sa sanga
   Nang kumidlat ay nagulat na bigla
   At itong munting gagamba'y
   Nahulog sa lupa.

3. Say the following words to the children. If they hear the *g* at the beginning of the word, they are to call out SA UMPISA; if they hear it in the middle, they are to say SA GITNA; if they hear it at the end, they are to say SA HULI.

   gabi
   guro
   tawag
   ilog
   bago
   gusto
   itlog
   tago
   dagat
   kulog
   gitara
   gulay

ACTIVITY 2: Worksheets

1. *Directions:* (Follow Reading directions)

   gusto ni tito ng gatas
   gusto ni nina ng gatas
   gusto ko rin ng gatas
   nasa mesa ang gatas

   Ask the following questions;

   a. Who likes milk?
      SINO ANG MAY GUSTO NG GATAS?

   b. Do you like milk?
      GUSTO BA NINYO NG GATAS?

   c. Do you drink it everyday?
      UMIINOM BA KAYO NG GATAS ARAW-ARAW?

   d. Where is the milk in the picture?
      NASAAN ANG GATAS SA LARAWAN?

   Play a game. Ask the children to locate certain words in the story. They are to point to the word as soon as you call it out.

2. *Directions:* (Follow Writing directions)

CONCEPT: Interaction UNIT: Behavior WEEK: 22 DAY: 5

OBJECTIVES:

The child will be able to:
1. Describe details in a picture.
2. Complete a puzzle with *g* vocabulary words by following directions.

MATERIALS:

AABC: 1. Student Worksheet: "Spider Puzzle," (Student Workbook pages 9-10)

Others: 1. A picture of a family or a group of children engaged in some activity.

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Describe details.
2. Worksheet activity: "Spider Puzzle"

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Describe details in a picture

1. Show the picture of a family or a group of children engaged in an activity. Ask the children to look at the picture carefully. When discussing the picture, be sure to ask questions that relate to their home and school activities.

   Example:
   a. What are they doing? (They're eating.)
   ANO ANG GINAGAWA NILA? (KUMAKAIN SILA.)

   b. What are they talking about? (They're talking about...)
   ANO ANG PINAG-UUSAPAN NILA? (NAG-UUSAP SILA TUNGKOL SA...)

   c. Jerry, what do you (plural) do at home? (We watch TV.)
   KAYO, JERRY, ANO ANG GINAGAWA NINYO SA BAHAY? (NANONOOD KAMI NG TV.)

   d. What do we do in school? (We study.)
   ANO ANG GINAGAWA NATIN SA PAARALAN? (NAG-AARAL TAYO.)

ACTIVITY 2: Worksheet activity

1. Have the children open their workbooks to page 9. This page and the next one are needed for the spider puzzle. The first has an outline of a spider and the second has the parts that the children will cut out and paste on the first sheet. Each part has a picture of a *g* vocabulary word drawn on it.

2. Tell the children to name all the pictures. Ask what sound the words start with. They are to cut the parts out and match them with the spider outline on the first sheet. After finding the right places for the parts, they are to glue them on the sheet.

3. If time permits, the children may color the spider.

CONCEPT: Interaction UNIT: Behavior WEEK: 23 DAY: 1

OBJECTIVES:

The child will be able to:
1. Explain and interpret events taking place in pictures shown him.
2. Share his ideas in a discussion.

MATERIALS:

AABC: 1. Student Worksheet, "New Year" (Student Workbook, page 11)

VOCABULARY:

bagong taon	- new year
kaugalian	- custom
igalang	- to respect
magdiwang	- celebrate
pagdiriwang	- celebration
rebentador	- firecracker

SUMMARY OF THE DAY'S ACTIVITIES:

1. Interpretation and discussion: New Year customs
2. Worksheet activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: We should respect differences in attitudes and behaviors (specifically: ethnic differences).

ACTIVITY 1: Interpreting pictures and discussion

Note: To familiarize him/herself with the topic, the teacher might read up and gather material on Chinese New Year customs.

1. Prepare the children for this activity by talking about New Year celebrations. Ask them how their families celebrate New Year and what they did last New Year's eve and New Year's day. Ask the children who were born in the Philippines if they remember the New Year celebration practices there.

2. Say:
   a. "Today, we will be looking at pictures of two families, one Chinese and the other Filipino. Let's see how each family celebrates New Year."

   NGAYON, MAY MGA LARAWAN AKONG IPAPAKITA SA INYO. MGA LARAWAN ITO NG DALAWANG PAMILYA, ISANG INTSIK AT ISANG PILIPINO. TINGNAN NATIN KUNG ANO ANG GINAGAWA NILA PAG BAGONG TAON.

3. Have the children open their workbooks to page 11. Ask them to look at the top picture.

   Say:
   a. "This is a Chinese family celebrating New Year. The little girl's name is Ling-ling."

   ETO ANG PAMILYANG INTSIK. NAGDIRIWANG SILA NG BAGONG TAON. ANG BATANG BABAE AY SI LING-LING.

   Ask these questions:

a.	What do you see in the picture?	a.	ANO ANG NAKIKITA NINYO SA LARAWAN?
b.	What are they watching?	b.	ANO ANG PINAPANOOD NILA?
c.	Is it a real dragon?	c.	TOTOO BANG DRAGON ITO?
d.	Where is Ling-ling?	d.	NASAAN SI LING-LING?
e.	Are they having a good time?	e.	NASISIYAHAN BA SILA?
f.	What are the boys doing?	f.	ANO ANG GINAGAWA NG MGA BATANG LALAKI?

ACTIVITY 1: Interpreting pictures and discussion (Cont'd)

g. Have you ever lit a firecracker?	g. NAKAPAGPAPUTOK NA BA KAYO NG REBENTADOR?
h. What sound does a firecracker make?	h. ANONG INGAY ANG NAIBIBIGAY NG REBENTADOR?

Throughout the discussion, contribute information on Chinese New Year customs and practices. Point out that the Chinese have different and interesting New Year customs, for example: the house is cleaned thoroughly to prepare for the New Year; scrolls are hung in the house; people watch the dragon dance; old people give little red evelopes with money inside to the children; people greet each other "Gung Hei Fat Choy;" families get together to eat a big dinner.

4. Ask the children to look at the bottom picture.

Say:
"Now, here's a Filipino family. The little boy's name is Luis."

ETO NAMAN ANG PAMILYANG PILIPINO. ANG BATANG LALAKI AY SI LUIS.

Ask these questions:

a. What do you see in the picture?	a. ANO ANG NAKIKITA NINYO SA LARAWAN?
b. What are they doing?	b. ANO ANG GINAGAWA NILA?
c. What kinds of food are they going to eat?	c. ANU-ANONG MGA PAGKAIN ANG KAKAININ NILA?
d. What is Mother doing?	d. ANO ANG GINAGAWA NG NANAY?
e. What are the boys outside doing?	e. ANO ANG GINAGAWA NG MGA BATANG LALAKI SA LABAS?
f. Does your mother cook a big dinner for New Year's eve?	f. NAGLULUTO BA ANG NANAY NINYO PARA SA BAGONG TAON?
g. What does she cook?	g. ANO ANG LINULUTO NIYA?

Contribute information on Filipino New Year customs and practices: a big midnight dinner is prepared; families get together; people light firecrackers and sparklers (luses) and make noise with horns, drums, cans and rattles; windows are opened at midnight to let in the good spirits of the New Year.

ACTIVITY 1: Interpreting pictures and discussion (Cont'd)

5. Ask the children if they see something similar in both celebrations (lighting firecrackers).

6. Discuss the differences in customs. Help the children arrive at this conclusion: different groups of people have different customs and modes of behavior. Cite other examples (e.g., children kissing the hands of old people in the Philippines to show respect, a custom not done in the United States; people bowing to each other in Japan to greet each other; and others).
   Emphasize: We should all respect these differences. We should not laugh or make fun of beliefs, attitudes or customs just because they are different from our own.

ACTIVITY 2: Worksheet activity

1. Tell the children to look at the top picture, then ask them to look for specific details in it.

   Say:
   a. "Look for the object that the family is watching. Color it red."
      HANAPIN ANG BAGAY NA PINAPANOOD NG PAMILYA. KULAYAN ITO NG PULA.

   b. "Look for the object that lights up and makes a noise. Circle it."
      HANAPIN ANG BAGAY NA SINISINDIHAN AT PUMUPUTOK. BILUGAN ITO.

   c. "Look for Ling-ling. Circle her."
      HANAPIN SI LING-LING. BILUGAN SIYA.

2. Tell the children to look at the bottom picture. Proceed as for above.

   Say:
   a. "Look for Luis. Circle him."
      HANAPIN SI LUIS. BILUGAN SIYA.

   b. "Look for the object that we put our food on. Circle it."
      HANAPIN ANG BAGAY NA PINAGLALAGYAN NATIN NG PAGKAIN. BILUGAN ITO.

ACTIVITY 2: Worksheet activity (Cont'd)

c. "Look for the object Mother is opening. Draw a box around it."
HANAPIN ANG BAGAY NA BINUBUKSAN NG NANAY. IKAHON ITO.

CONCEPT: Interaction UNIT: Behavior WEEK: 23 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recognize the main idea in a story.
2. Determine the sequence of events in a story.
3. Perform a task given him/her and explain the actions he performed.

MATERIALS:

AABC: 1. Student Worksheet, "Main Idea" (Student Workbook, page 12)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Discussion: Recognizing the main idea
2. Worksheet activity
3. Game: Following Directions

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Recognizing the main ideas

Note: This activity requires the child to a) pick out the main idea of a story; b) number the pictures in sequence; c) tell the story in the right order for language expression.

1. Prepare the children for this activity by saying:
"Listen to these things that tell a story about Luis."
PAKINGGAN ANG MGA BAGAY NA ITO TUNGKOL KAY LUIS.

Luis went to school.	PUMASOK SA PAARALAN SI LUIS.
He got out of bed.	GUMISING SIYA.
He ate breakfast.	KUMAIN SIYA NG ALMUSAL.

Ask the questions:

a. Which of these three things did Luis do first?
ALIN ANG UNANG GINAWA NI LUIS?

b. Which did he do next?
ALIN ANG GINAWA NIYA PAGKATAPOS?

c. Which did he do last?
ALIN ANG HULING GINAWA NIYA?

d. How do you know?
PAANO NINYO ALAM?

Say:
"Let's look at some pictures that are all mixed up. Let's see what's happening in the story and arrange the pictures in the right order."

TUMINGIN TAYO NG MGA LARAWAN. HALU-HALO ANG MGA ITO. TINGNAN NATIN KUNG ANO ANG NANGYAYARI AT ATING AYUSIN ANG MGA LARAWAN AYON SA KUWENTO.

2. Ask the children to open their workbooks to page 12. Have them study the pictures. Then tell them to look at the top row.

ACTIVITY 1: Recognizing the main ideas (Cont'd)

Say:

a. "The pictures in the top row tell a story about Luis and his family. Look at the pictures."

ANG MGA LARAWAN SA ITAAS AY NAGKUKUWENTO TUNGKOL KAY LUIS AT SA KANIYANG PAMILYA. TINGNAN ANG MGA LARAWAN.

b. "What are the pictures about?" (cooking dinner - main idea)
TUNGKOL SA ANO ANG MGA LARAWAN? (PAGLULUTO NG HAPUNAN)

(After the children have determined the main idea, contribute this information: Luis' mother must be cooking dinner for New Year's eve.)

c. "Which picture tells us what happened first? second? third? last?" (sequence)
ALING LARAWAN ANG NAGSASABI SA ATIN KUNG ANO ANG UNANG NANGYARI? ANG PANGALAWA? ANG PANGATLO? ANG HULI?

d. "Tell the story in the right order." (oral expression)
ISALAYSAY ANG KUWENTO AYON SA TAMANG AYOS NG MGA NANGYARI.

3. Tell the children to look at the pictures in the bottom row.

Say:

a. "The pictures in the bottom row tell a story about Ling-ling and her mother. Look at the pictures."
ANG MGA LARAWAN SA IBABA AY NAGKUKUWENTO TUNGKOL KAY LING-LING AT SA KANIYANG NANAY. TINGNAN ANG MGA LARAWAN.

b. "What are the pictures about?" (cleaning the house - main idea)
TUNGKOL SA ANO ANG MGA LARAWAN? (PAGLILINIS NG BAHAY)

(Contribute this information: Ling-ling and her mother must be cleaning the house for New Year.)

ACTIVITY 1: Recognizing the main ideas (Cont'd)

c. "Which picture tells us what happened first? second? third? last?" (sequence)
ALING LARAWAN ANG NAGSASABI SA ATIN KUNG ANO ANG UNANG NANGYARI? ANG PANGALAWA? ANG PANGATLO? ANG HULI?

d. "Tell the story in the right order." (oral expression)
ISALAYSAY ANG KUWENTO AYON SA TAMANG AYOS NG MGA NANGYARI.

ACTIVITY 2: Worksheet activity

1. Ask the children to look at the top row again. They are going to indicate the story sequence by numbering the pictures in the right order.

2. Say:
"Find the picture that tells what happened first. Put a 1 in the box."
HANAPIN ANG LARAWANG NAGSASABI KUNG ANO ANG UNANG NANGYARI. LAGYAN NG 1 ANG KAHON.

   Continue with the other pictures.

3. Repeat for the bottom row.

ACTIVITY 3: Follow directions

1. Have ready for this activity: a) a number of different objects found in the room: scissors, marbles, paper, books, blocks, etc.; b) different containers: paper bag, different size boxes, purse, basket, etc.

2. The game is played this way:
The teacher gives a child a task (get an object, put it in a container). The child performs the task. The teacher asks him what he did. The child tells the teacher.

   Example:
   a. Jerry, pick up the marble and put it in the box.
   JERRY, PULUTIN MO ANG HOLEN AT ILAGAY MO SA KAHON.

ACTIVITY 3: Follow directions (Cont'd)

b. What did you do?
ANO ANG GINAWA MO?

c. (Jerry answers:) I picked up the marble and put it in the box.
PINULOT KO ANG HOLEN AT INILAGAY KO SA KAHON.

d. Mary, what did Jerry do?
MARY, ANO ANG GINAWA NI JERRY?

e. (Mary answers:) He picked up the marble and put it in the box.
PINULOT NIYA ANG HOLEN AT INILAGAY NIYA SA KAHON.

f. Mary, get the scissors and put them in the basket. Then ask Mark what you did.
MARY, KUNIN MO ANG GUNTING AT ILAGAY MO SA BASKET. NGAYON, TANUNGIN MO SI MARK KUNG ANO ANG GINAWA MO.

g. (Mary asks Mark:) Mark, what did I do?
MARK, ANO ANG GINAWA KO?

h. (Mark answers:) You got the scissors and put them in the basket.
KINUHA MO ANG GUNTING AT INILAGAY MO SA BASKET.

CONCEPT: Interaction UNIT: Behavior WEEK: 23 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recall the sounds *h* and *g*.
2. Sing a song.
3. Hear and produce the sound *l*.
4. Identify the letter representing that sound.
5. Read a new word: luis.

MATERIALS:

AABC:
1. Flashcards, *h*, *g*, *l* sounds
2. Song: "Lobo ni Luis" (page 205)
3. Chart, *l* vocabulary

VOCABULARY:

Reading Vocabulary:

luis - Luis (boy's name)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *h* and *g*
2. Song: "Lobo ni Luis"
3. Phonics lesson: *l*
4. Phonics lesson: Final *l*
5. Reading a word

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *h* and *g*

1. Show the vocabulary charts for the *h* and *g* sounds. Let the children call out the names of the objects on the charts. Ask them what sound the words start with. Point to the sound on the chart as the children say it.

2. Tell the children to pretend that they are in a cheering squad in a stadium. They will be cheering for their favorite basketball or football team. Recite the following verses with a staccato rhythm, cheering squad-style.

   Héto/ héto/ héto na akó
   Hábol/ hábol/ habulin mo akó
   Ha-ha-hé/ hi-hi-hó/ ho-ho-hu-hu-há!

   Ganitó/ ganitó/ ganitó ang gawín
   Ganyán/ ganyán/ ang tamang paraán
   Ga-ga-gá/ ge-ge-gé/ gi-gi-go-go-gú!

ACTIVITY 2: Song

Teach the song "Lobo ni Luis" until the children are familiar with it.

ACTIVITY 3: Learning *l*

1. Ask the children what sound they hear at the beginning of the words lobo, Luis, Ling-ling.

2. Show the *l* flashcard and identify the sound:
   "This sound is *l*.
   ANG TUNOG NA ITO AY *l*.

3. Proceed following Teaching Sounds directions.

   l words to say orally: leon, lakad, lalaki, lupa, lobo, lima, langgam

   l words on chart: leon, lalaki, langgam, litson, lobo, lola, lubid

ACTIVITY 4: Final *l*

1. Ask the children to listen to the following words. Tell them to listen to the *l* sound.

   tahol, buhol, putol, lindol

2. Ask them if they hear the *l* at the beginning or at the end of the words. Have them repeat the words with you.

ACTIVITY 5: Reading a word

1. Remind the children about the little boy in Day 1's worksheet (Luis). Tell them that you are going to write his name on the board.

2. Write *luis* on the board. Ask the children to read the word.

3. Write *si* in front of *luis* and have the children read the phrase.

4. Write this series on the board: la le li lo lu. Ask the children to read the syllables. Now write: al el il ol ul. Ask the children to read the syllables.

5. Write *al* on the board. Add *m* in front to spell *mal*. Ask the children to read it. Erase the *m* and write other consonants: s, r, d, t, h, g. Have the children read the rhyming syllables.

CONCEPT: Interaction UNIT: Behavior WEEK: 23 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the song "Lobo ni Luis."
2. Recall the sound *l*
3. Read four new words: lolo, lola, ko, mo.
4. Read a story.

MATERIALS:

AABC:
1. Song, "Lobo ni Luis" (page 205)
2. Flashcard, *l* sound
3. Student Reading Worksheet C (Student Workbook, page 13)

VOCABULARY:

Reading Vocabulary:

ko - I/mine
lola - grandmother
lolo - grandfather
mo - you/yours

SUMMARY OF THE DAY'S ACTIVITIES:

1. Song: "Lobo ni Luis"
2. Review: *l*
3. Reading words
4. Reading worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Song

Review the song "Lobo ni Luis."

ACTIVITY 2: Reviewing *l*

1. Show the *l* flashcard. Have the children produce the sound. Say some words that begin with the sound.

2. Write *luis* on the board. Ask the children to read it. Ask what Luis had in the song. (lobo)

   Ask:
   "What sound do both start with?"
   SA ANONG TUNOG NAGSISIMULA ANG MGA SALITANG IYON?

ACTIVITY 3: Reading words

1. Write *lo* on the board. Ask the children to read it. Add another *lo* to it to form *lolo*. Have the children read it.

   Say:
   "Luis has a grandfather."
   MAY LOLO SI LUIS.

   Talk about the children's grandfathers and ask questions about them.

2. Write *lola* under *lolo*. Say while pointing to *lolo:*

   "If this says Lolo, (point to *lola*) what does this say?"
   KUNG ITO AY LOLO, ANO NAMAN ITO?

   Talk about grandmothers.

   Read both words again.

3. Write *ko* and *mo* on the board. Ask for volunteers to read the words. After they are identified, let the whole group say them. Use them in sentences.

ACTIVITY 4: Worksheet

1. Say:
   "Today, we have a story about Luis and his grandparents."
   NGAYON, MAY KUWENTO TAYO TUNGKOL KAY LUIS AT SA KANIYANG LOLO AT LOLA.

2. Reading Worksheet: (Follow Reading directions)

   eto ang lolo at lola ni luis
   saan ang lolo at lola mo

3. Pass out crayons. Ask the children to point to the word *lolo*. Draw a circle around it, and a circle around the grandfather in the picture. Ask the children to point to the word *lola*. Draw a box around it, and a box around the grandmother in the picture.

CONCEPT: Interaction UNIT: Behavior WEEK: 23 DAY: 5

OBJECTIVES:

The child will be able to:
1. Recall the song "Lobo ni Luis."
2. Decode three new words by using picture cues.
3. Write the letter *l* and the words lolo and lola by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Song: "Lobo ni Luis" (page 205)
2. Student NV Worksheet 1 (Student Workbook, page 14)
3. Student Writing Worksheet, *l* (Student Workbook, page 15)

VOCABULARY:

Reading Vocabulary:

damo - grass
isa - one
ulo - head

SUMMARY OF THE DAY'S ACTIVITIES:

1. Song: "Lobo ni Luis"
2. Unlocking new vocabulary
3. Worksheet: Writing *l*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Starting Week 23, the children will be required to decode new words using picture cues. This is to give them practice in using picture context to identify new words and practice in comprehension. Later on, other means of word recognition will be incorporated in the lessons, such as phonetic analysis and structural analysis.

ACTIVITY 1: Song

Review the song "Lobo ni Luis."

ACTIVITY 2: Unlocking new vocabulary

1. Say:
"Now that you know a lot of sounds and words, let's see if you can read some words without my help."

"NGAYONG MARAMI NA KAYONG ALAM NA MGA TUNOG AT SALITA, TINGNAN NATIN KUNG PUWEDE KAYONG BUMASA NG MGA BAGONG SALITA. HINDI KO KAYO TUTULUNGAN. BABASA KAYONG MAG-ISA."

2. Have the children open their workbooks to page 14.Tell them to look at the three new words on top.

Say:
"See if you can read them by yourself. The pictures can help you find out what the words are."

BASAHIN NINYONG MAG-ISA ANG MGA SALITA SA ITAAS. MAKAKATULONG ANG MGA LARAWAN SA PAGBABASA NG MGA SALITA.

3. Allow the children to study the words quietly. Then ask a child to read the first word. Call on other children to read the second and third words.

4. Say:
"Now you know three new words. I'm sure you can read the story below by yourself."

NGAYON ALAM NA NINYO ANG MGA BABONG SALITA. TIYAK NA MABABASA NINYONG MAG-ISA ANG KUWENTO SA IBABA."

Let the children read the sentences by themselves, either silently (if they can do it) or orally.

ACTIVITY 2: Unlocking new vocabulary (Cont'd)

5. Ask questions about the sentences. Then call on some children to read the sentences. Go over the new words again.

6. Be sure to praise the children for doing a good job.

ACTIVITY 3: Worksheet

Directions: Follow Writing directions in the Notes to the Teacher.

UNIT 2: COOPERATION

CONCEPT: Interaction UNIT: Cooperation WEEK; 24 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest and enjoyment.
2. Share his ideas in a discussion.
3. Participate in a dramatization of the story.

MATERIALS:

AABC: 1. Teaching Picture, "Ang Apat na Magkakaibigan" (pages 207-212)

VOCABULARY:

makibahagi makisama makisalo	- to share
magbigayan	- to give and take
magtulung-tulungan	- to help one another
pagtutulungan	- cooperation
pangat/grupo	- group

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "Ang Apat na Magkakaiban"
2. Discussion: Cooperation
3. Dramatization of story

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: People cooperate when they share ideas, objects, resources and efforts.

ACTIVITY 1: Story

1. Read the story "Ang Apat na Magkakaibigan."

Picture 1: May apat na magkakaibigan: si Mataba, si Payat, si Malaki at si Maliit. Sama-sama sila sa isang maliit na bahay. Madalas silang mag-away tungkol sa kahit na anong bagay.

Picture 2: "Ako si Mataba. Ako ang masusunod dito sa bahay."
"Aba, hindi yata," ang sabi ni Payat. "Ako ang hari dito."

Picture 3: "Ako si Malaki. Ako ang puno ninyo."
"Ako si Maliit. Mali kayo. Ako ang masusunod."

Picture 4: Isang araw, may malakas ng bagyo. Malakas ang ulan at hangin. Pumasok ang ulan sa bahay.

"Sino ang magsasara ng bintana?" tanong ni Malaki.
"Hindi ako," sagot ni Maliit.
"Hindi ako," sagot ni Mataba.
"Hinding-hindi ako," sabi ni Payat.

Picture 5: Bumabaha sa loob ng kanilang bahay.
"Dapat magtulungan tayo," sabi ni Payat.
"Kung hindi, lulubog tayo sa bahang ito."
"Tama si Payat," sabi ni Mataba.
"Tama si Mataba," sabi ni Malaki.
"Tama si Malaki," sabi ni Maliit.

"Tama tayong lahat," sabi ni Payat. "Mula ngayon, magtulungan tayo. Walang hari, walang alila. Sang-ayon ba kayo?
"Oo," sagot ng tatlo. "Sang-ayon kami."

Picture 6: At nagtulong-tulong silang lahat na isara ang bintana.

ACTIVITY 1: Story (Cont'd)

2. Ask comprehension questions:

   a. What are the names of the four friends?
      ANU-ANO ANG MGA PANGALAN NG APAT NA MAGKAKAIBIGAN?
   b. Where do they live?
      SAAN SILA NAKATIRA?
   c. Did they get along well?
      NAGKASUNDO BA SILA?
   d. What did Mataba say? Payat? Malaki? Maliit?
      ANO ANG SINABI NI MATABA? NI PAYAT? NI MALAKI? NI MALIIT?
   e. What happened one day?
      ANO ANG NANGYARI ISANG ARAW?
   f. Who wanted to close the window?
      SINO ANG GUSTONG MAGSARA NG BINTANA?
   g. What did they all say?
      ANO ANG SINABI NILANG LAHAT?
   h. What happened then?
      ANO ANG NANGYARI PAGKATAPOS?

ACTIVITY 2: Discussion

1. Start a discussion on group work and cooperation by asking:

   a. What would have happened if the four friends hadn't helped one another?
      ANO KAYA ANG MAAARING MANGYARI KUNG HINDI NAGTULUNG-TULUNGAN ANG APAT NA MAGKAKAIBIGAN?
   b. Why is it important for people to help one another?
      BAKIT MAHALAGA NA MAGTULUNG-TULUNGAN ANG MGA TAO?
   c. Can one person do the same things that a group of people can?
      MAAARI BANG GAWIN NG ISANG TAO ANG MGA BAGAY NA MAAARING GAWIN NG ISANG PANGKAT?

2. Emphasize the following points in the discussion:

   a. People cooperate when they share ideas, objects, resources and efforts;
   b. Cooperation requires give and take, consideration for other people's needs and feelings and respect for other people's ideas;

ACTIVITY 2: Discussion (Cont'd)

c. A group working together cooperatively and helping one another can accomplish more things.

ACTIVITY 3: Dramatization

1. Ask the children to dramatize the story. Assign a child to be the narrator. The teacher can prompt the children the first time around. Later on, they can ad-lib their lines.

2. Call on other groups of children to dramatize similar situations:

   a. Cooking: Who's going to cook the food? If nobody's going to cook, everybody will go hungry.

   b. Watering the plants: Who's going to water the plants? If nobody does it, the plants will all die.

CONCEPT: Interaction UNIT: Cooperation WEEK: 24 DAY: 2

OBJECTIVES:

The child will be able to:

1. Predict what comes next in situations presented to him.
2. Contribute and share his ideas and resources in a group project.

MATERIALS:

Others: 1. Old issues of magazines, old workbooks from the school, old picture books

VOCABULARY:

baliwasan	-	fishing pole
rigadera	-	watering can

SUMMARY OF THE DAY'S ACTIVITIES:

1. Comprehension activity: Predicting what comes next
2. Group project: Making a sound mural

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Predicting what comes next

Direct the children to anticipate the next event in a sequence by giving them these situations and asking them what will come next.

1. If you see a boy sitting in a chair with a book, what do you think he is going to do?
   KUNG MAKAKITA KAYO NG BATANG LALAKING NAKAUPO SA SILYA AT SIYA'Y MAY LIBRO, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MAGBABASA)

2. If you see a man turning on the television set, what do you think he is going to do?
   KUNG MAKAKITA KAYO NG LALAKI AT KANIYANG BINUBUKSAN ANG TELEBISYON, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MANONOOD NG TELEBISYON)

3. If you see a woman going to the grocery store, what do you think she is going to do?
   KUNG MAKAKITA KAYO NG BABAENG PAPUNTA SA TINDAHAN, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MAMIMILI)

4. If you see a cat catch a mouse, what do you think he is going to do?
   KUNG MAKAKITA KAYO NG PUSANG HUMULI NG DAGA, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (KAKAININ ANG DAGA)

5. If you see a girl with a watering can in the garden, what do you think she is going to do?
   KUNG MAKAKITA KAYO NG BATANG BABAENG MAY RIGADERA (O PANDILIG NG HALAMAN) SA HALAMANAN, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MAGDIDILIG NG HALAMAN)

6. If you see a boy with a fishing pole, what do you think he is going to do?
   KUNG MAKAKITA KAYO NG BATANG LALAKING MAY BALIWASAN ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MANGINGISDA)

7. If you see your mother with a broom, what do you think she is going to do?
   KUNG MAKITA NINYO ANG INYONG NANAY NA DALA-DALA ANG WALIS, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MAGWAWALIS O MAGLILINIS)

8. If you see a boy with a baseball bat and a ball, what do you think he is going to do?

ACTIVITY 1: Predicting what comes next (Cont'd)

KUNG MAKAKITA KAYO NG BATANG LALAKING MAY BOLA AT "BAT", ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MAGLALARO NG BEYSBOL)

9. If you see your friend with paper and pencil, what do you think he/she is going to do?
KUNG MAKITA NINYO ANG INYONG KAIBIGAN NA MAY LAPIS AT PAPEL, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MAGSUSULAT)

10. If you see your father drive into a gasoline station, what do you think he is going to do?
KUNG MAKITA NINYO ANG INYONG TATAY SA GASOLINAHAN, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA? (MAGPAPAGASOLINA)

ACTIVITY 2: Group project

1. Tell the children that they are to participate in a group project that will require cooperative work. Go over the importance of cooperation in group work and the responsibilities each member must take.

2. ·Discuss the project and ask for ideas from the group on how to go about doing it. Allow the children to share and exchange ideas.

   a. Project: making a sound mural for a bulletin board.
   b. Needs: pictures from old magazines, workbooks or storybooks of objects whose names start with the sounds previously learned.

      the letters representing the sounds;
      glueing the pictures and the letters to a piece of butcher paper.

3. Talk about how to go about making the mural. The children might be split up into two groups--one to look for pictures and cut them out and another to make the letters out of construction paper. Each child in the first group may be assigned one sound; he will then look for one picture of an object starting with that sound.

4. Each child may then glue his picture or letter to the butcher paper.

5. Praise the children for their contributions to the project.

CONCEPT: Interaction UNIT: Cooperation WEEK: 24 DAY: 3

OBJECTIVES: The child will be able to: 1. Recall all the sounds he has previously learned. 2. Hear and produce the sound *w*. 3. Identify the letter representing that sound. 4. Read two new vocabulary words: walis, ito. 5. Read a story.	MATERIALS: AABC: 1. Flashcards, all the sounds previously learned 2. Flashcard, *w* sound 3. Chart, *w* vocabulary 4. Student Reading Worksheet D (Student Workbook, page 16) Others: 1. Picture of a broom
VOCABULARY: Chart Vocabulary: walis - broom walo - eight watawat - flag, banner Reading Vocabulary walis - broom ito - this	SUMMARY OF THE DAY'S ACTIVITIES: 1. Review: Sounds previously learned 2. Phonics lesson: *w* 3. Reading words 4. Reading worksheet
GRAMMATICAL STRUCTURES:	NOTES AND EXPLANATIONS:

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ACTIVITY 1: Reviewing sounds

1. Put all the flashcards of the sounds previously learned on the chalk ledge. Ask the children to identify the sounds. Every now and then, point to a sound (e.g., *h*), then ask "Is this *g*?" (*g* BA ITO?) "What sound is it?" (ANONG TUNOG ITO?)

2. Write some vocabulary words on the board that you feel need to be reviewed and go over the words with the children. Include the three new vocabulary words presented in last week's lesson (isa, ulo, damo) as well as lolo, lola, luis.

ACTIVITY 2: Learning *w*

1. Introduce the sound *w*, following Teaching Sounds directions.

   w words to say orally: walo, walis, watawat, wika, wala, wasto
   w words on the chart: walis, walo, watawat (point out other synonyms for this word: bandila, bandera)

2. Do an auditory discrimination exercise. Say some words. Every time the children hear a word that starts with *w*, they are to raise their hands.

   walo, sako, higante, watawat, wala, leon, gagamba, reyna
   manok, wasto, walis, kotse, tutubi, dahon, wika

ACTIVITY 3: Reading words

1. Write this series on the board: wa we wi wo wu. Ask the children to read the syllables.

2. Show a picture of a broom and ask the children to identify it. Write the word *walis* on the board and read it to the children. Have them repeat the word two or three times.

ACTIVITY 3: Reading words (Cont'd)

3. Write *ito* on the board. Ask the children to say the three sounds in the word and to read the word fast. If they can figure out the word right away, skip sounding out. Check the stress (itó).

4. Write this phrase: ito ang walis. Ask for volunteers to read the phrase. Say the phrase while pointing to the picture of the broom.

ACTIVITY 4: Worksheet

1. Reading Worksheet (Follow Reading directions).

    isa ang walis sa damo
    walis ng lola ni luis ito

2. Ask the following questions:

    a. Where is the broom?
       NASAAN ANG WALIS?
    b. How many brooms are there?
       ILAN ANG WALIS?
    c. Whose broom is it?
       KANINONG WALIS ITO?
    d. What is a broom used for?
       PARA SA ANO GINAGAMIT ANG WALIS?

3. Ask the children to locate certain words in the story. Write a word on the board and ask them to locate the same word in the worksheet.

CONCEPT: Interaction UNIT: Cooperation WEEK: 24 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the sound *w*.
2. Decode three new words using picture cues.
3. Write the letter *w* and the word *walis* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Flashcard, *w* sound
2. Chart, *w* vocabulary
3. Student NV Worksheet 2 (Student Workbook, page 17)
4. Student Writing Worksheet, *w* (Student Workbook, page 18)

VOCABULARY:

Reading Vocabulary:
lima - five
relo - watch
tao - person

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *w*
2. Unlocking new vocabulary
3. Worksheet: Writing *w*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *w*

1. Say these words to the children: walo, wala, wasto, watawat.

   Ask the following:
   a. What sound do these words start with?
   SA ANONG TUNOG NAGSISIMULA ANG MGA SALITANG IYON?

2. Show the *w* flashcard and say the sound with the children. Show the chart and identify the objects.

3. Tell the children these riddles and ask them to guess the answers. The answers are words that begin with the *w* sound.

   State the following:
   a. If you add one to seven, what number will you have?
   KUNG DADAGDAGAN MO NG ISA ANG PITO, ANONG BILANG IYON? (WALO)
   b. This is used for cleaning the floor.
   GINAGAMIT ITO SA PAGLILINIS NG SAHIG. (WALIS)
   c. This is red, white and blue with a sun and three stars.
   PULA, ASUL AT PUTI ITO, MAY ARAW AT TATLONG BITUIN. (WATAWAT NG PILIPINAS)

ACTIVITY 2: Unlocking new vocabulary

1. Follow procedures described in Week 23 Day 5. The children are to decode the three words by themselves. Point out that the pictures can help them find out what the words are.

2. Ask questions about the sentences. The children may also compose sentences of their own using the three words.

ACTIVITY 3: Worksheet

Directions: Follow Writing directions.

CONCEPT: Interaction   UNIT: Cooperation   WEEK: 24 DAY: 5

OBJECTIVES:

The child will be able to:
1. Sing a song.
2. Participate in a group action game to reinforce letter recognition.

MATERIALS:

AABC:
1. Song: "Awit" (page 213)
2. Student Worksheet, "Balloons" (Student Workbook, page 19)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Song: "Awit"
2. Action game
3. Worksheet: Drawing a string from the balloon to the initial sound

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Song

1. Teach the song "Awit" (tune based on a Mexican folk song "Doña Blanca")

AWIT

Nakita namin, nakita namin
Ang walis ni Mamang Pelis
Sa bilis niyang magwalis
Ang lahat ay nalilinis.

Tingnan natin, tingnan natin
Ang lobo ni Luisito
Tumaas lampas ulo
Napadpad sa ibayo.

Bilhin ninyo, bilhin ninyo
Ang tinapay ni Aling Belay
Ay naku kay sarap
Nitong mainit na tinapay.

Kinain nila, kinain nila
Ang tinola ni Aling Lita
May manok at iba pa
Itong masopas na tinola.

2. Ask the following questions about the song:

    a. What did we (exclusive) see?
       ANO ANG NAKITA NAMIN? (NAKITA NINYO ANG WALIS.)
    b. What did we (inclusive) look at?
       ANO ANG TININGNAN NATIN? (TININGNAN NATIN ANG LOBO.)
    c. What did you buy?
       ANO ANG BINILI NINYO? (BINILI NAMIN ANG TINAPAY.)
    d. What did they eat?
       ANO ANG KINAIN NILA? (KINAIN NILA ANG TINOLA.)

ACTIVITY 2: Action game

1. Have the children sit on the floor. Arrange them in the shape of the letter *t*. Ask the children if they can guess the sound they have formed.
2. When they guess what it is, call on one child to be the leader and have him rearrange the children to form other letters (easy ones are *l*, *w*, *d*, *i*, *o*). The children then guess what sounds they form.

ACTIVITY 3: Worksheet

Directions: Draw a string from the balloon to the sound that the word starts with.

CONCEPT: Interaction UNIT: Cooperation WEEK: 25 DAY: 1

OBJECTIVES:

The child will be able to:
1. Recognize a story sequence by following the events in a picture worksheet.
2. Share his ideas in a discussion.

MATERIALS:

AABC: 1. Student Worksheet, "Open House" (Student Workbook, page 20)

VOCABULARY:

gawain	- assignment
gawaing pampangkat	- group work
grupo, pangkat	- group
managot	- to be responsible for something
maypananagutan	- responsible (adj.)
pagtutulungan	- cooperation
pananagutan	- responsibility

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story with worksheet: "Open House"
2. Discussion: Responsibilities
3. Worksheet activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Week 25 is review and test week. Three tests are provided in the lessons.

Oral Language Development Topic: Cooperative work requires people to assume responsibilities.

ACTIVITY 1: Story

1. Prepare the children for the story by recalling the names of the children in the previous stories they have read: Nina, Rosa, Kim, Tito, Luis. Tell them that they are going to hear another story about the children.

2. Have the children open their workbooks to page 20. Let them study the pictures and determine the content of the story.

   Ask these questions:
   a. Where are the children?
      NASAAN ANG MGA BATA?
   b. How do you know?
      PAANO NINYO ALAM?
   c. What is in the first picture?
      ANO ANG NASA UNANG LARAWAN?
   d. Who is the man in the second picture?
      SINO ANG LALAKI SA PANGALAWANG LARAWAN?
   e. What do you think he's saying?
      ANO SA PALAGAY NINYO ANG SINASABI SIYA?
   f. Look at the third picture.
      TINGNAN ANG PANGATLONG LARAWAN.
   g. What are the children doing?
      ANO ANG GINAGAWA NG MGA BATA?
   h. What is Nina/Rosa/Kim/Luis doing?
      ANO ANG GINAGAWA NI NINA/ROSA/KIM/LUIS?
   i. Why do you think they're cleaning the room?
      BAKIT KAYA NILA NILILINIS ANG SILID-ARALAN (KUWARTO)?
   j. What are these pictures about?
      TUNGKOL SA ANO ANG MGA LARAWANG ITO?

3. Say:
   "Now listen to the story as you look at the pictures. Point to each picture as I read the story."
   NGAYON, MAKINIG SA KUWENTO HABANG TINITINGNAN NINYO ANG MGA LARAWAN.
   ITURO ANG LARAWAN HABANG BINABASA KO ANG KUWENTO.

ACTIVITY 1: Story (Cont'd)

a. Look at the first picture. This is the school where Kim, Rosa, Nina and Luis go. They are all classmates.
TINGNAN ANG UNANG LARAWAN. ITO ANG PAARALAN (ESKUWELAHAN) NINA KIM, ROSA, NINA AT LUIS. MAGKAKAMAG-AARAL SILA.

b. Look at the second picture. This is Mr. Jones, their teacher. He is telling the children something. He's saying:
"Children, next week is Open House. That means we're inviting your parents to visit our classroom so they can see what good work you've done. We all have to get busy. Each one will have an assignment to do."
TINGNAN ANG PANGALAWANG LARAWAN. ITO SI MR. JONES, ANG KANILANG GURO (TITSER, MAESTRO). MAY SINASABI SIYA SA MGA BATA. ANG SABI NIYA:
"SA ISANG LINGGO AY OPEN HOUSE. IIMBITAHIN NATIN ANG INYONG MGA MAGULANG PARA MAKITA NILA ANG INYONG MABUTING GAWAIN DITO SA PAARALAN. KAILANGANG MAGTRABAHO TAYONG LAHAT NGAYON. MAY IPAPAGAWA AKO SA BAWAT ISA SA INYO."

c. Look at the third picture. The children have to clean the room to make it look neat for Open House.
TINGNAN ANG PANGATLONG LARAWAN. NILILINIS NG MGA BATA ANG SILID-ARALAN PARA SA OPEN HOUSE.

d. Look at the next row of pictures in the middle. Look at the first picture in the row. Nina's assignment is to arrange all the books on the shelf so they'll look neat and orderly.
TINGNAN ANG SUSUNOD NA HANAY SA GITNA. TINGNAN ANG UNANG LARAWAN. ANG GAWAIN NI NINA AY AYUSIN ANG MGA LIBRO (AKLAT) SA ISTANTE PARA MAKITANG MAAYOS AT MALINIS.

e. Look at the next picture. Rosa's assignment is to help Mr. Jones put up some pictures on the bulletin board.
TINGNAN ANG SUSUNOD NA LARAWAN. ANG GAWAIN NI ROSA AY TULUNGAN SI MR. JONES NA MAGLAGAY NG MGA LARAWAN SA PASKILAN.

f. Look at the next picture. Kim's assignment is to dust the tops of the cabinets.
TINGNAN ANG SUSUNOD NA LARAWAN. ANG GAWAIN NI KIM AY PUNASAN ANG IBABAW NG MGA KABINET.

ACTIVITY 1: Story (Cont'd)

g. Now look at the row of pictures on the bottom. Look at the first picture. Luis's assignment is to arrange the desks.
TINGNAN ANG HANAY SA IBABA. TINGNAN ANG UNANG LARAWAN. ANG GAWAIN NI LUIS AY AYUSIN ANG MGA DESK.

h. Look at the next picture. Now the room looks neat and clean. No trash, no dust, everything looks nice.
TINGNAN ANG SUSUNOD NA LARAWAN. NGAYON, MALINIS AT MAAYOS NA ANG SILID. WALANG KALAT, WALANG ALIKABOK, LAHAT AY MALINIS.

i. Look at the last picture. Mr. Jones is very pleased. He's saying: "You did a wonderful job! Everybody did his assignment well. Now your parents will be happy to see our classroom."
TINGNAN ANG HULING LARAWAN. MALIGAYANG-MALIGAYA SI MR. JONES. ANG SABI NIYA: MAGALING! GINAWA NINYONG LAHAT ANG INYONG MGA GAWAIN. NGAYON, MALILIGAYAHAN ANG INYONG MGA MAGULANG PAG NAKITA NILA ANG ATING SILID.

ACTIVITY 2: Discussion

1. Ask the following questions to stimulate discussion:

a. What is an assignment?
ANO ANG IBIG SABIHIN NG GAWAIN (ASSIGNMENT)?

b. When you're given an assignment, what are you supposed to do?
KUNG KAYO'Y MABIGYAN NG GAWAIN, ANO ANG DAPAT NINYONG GAWIN?

c. What kind of assignments does your teacher give you?
ANU-ANONG MGA GAWAIN ANG IBINIBIGAY SA INYO NG INYONG GURO?

d. What kind of assignments does your mother/father give you?
ANU-ANONG MGA GAWAIN ANG IBINIBIGAY SA INYO NG INYONG NANAY/TATAY?

e. Do you do these assignments?
GINAGAWA BA NINYO ANG MGA GAWAING ITO?

f. Why is it important for us to do our assignments?
BAKAT MAHALAGANG GAWIN NATIN ANG MGA BAGAY NA PINAPAGAWA SA ATIN?

g. Did everybody in Nina's class cooperate to clean the room?
NAGTULUNG-TULUNGAN BA ANG LAHAT NG MGA BATA SA KLASE NI NINA PARA LINISIN ANG SILID?

ACTIVITY 2: Discussion (Cont'd)

2. In discussion assignments, bring out the following points:
    a. Group work requires people to assume responsibilities (having assignments and carrying them out).
    b. Cooperative work benefits all participants.

ACTIVITY 3: Worksheet activity

1. Tell the children to look at the top row of pictures. Ask them to draw a circle around Mr. Jones.

2. Tell the children to look at the middle row. Ask them to find the object that Kim is dusting. Draw a circle around it.

3. Tell the children to look at the bottom row. Ask them to find the object that Luis is arranging. Put an 'X' on it.

CONCEPT: Interaction UNIT: Cooperation WEEK: 25 DAY: 2

OBJECTIVES:

The child will be able to:
1. Predict next events in pictures presented him.
2. Recall the sounds he has learned.
3. Recognize and mark initial sounds in a test worksheet and answer all the test items correctly.

MATERIALS:

AABC: 1. Student Worksheet, "What Comes Next?" (Student Workbook, page 21)
2. Student Test Worksheet, "Initial Sounds" (Student Workbook, page 22)

Other: 1. Index cards or a chart on which are written all the sounds previously learned.

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Comprehension activity: Predicting next events
2. Worksheet activity
3. Review: Sounds
4. Test Worksheet: Initial sounds

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Predicting next events

1. Prepare the children for this activity by going over some of the situations in Activity 1, Week 24, Day 2.

   Example: If you see a boy sitting in a chair with a book, what do you think he is going to do?

2. Have the children open their workbooks to page 21. Ask them to look at the pictures.

   Ask these questions:
   a. Who is the boy in the top picture?
   SINO ANG BATANG LALAKI SA LARAWAN SA ITAAS? (Luis)
   b. What does he have?
   ANO ANG KANIYANG DALA-DALA?
   c. What do you think he is going to do?
   ANO SA PALAGAY NINYO ANG GAGAWIN NINYA?
   d. Who is the girl in the middle picture?
   SINO ANG BATANG BABAE SA LARAWAN SA GITNA? (Nina)
   e. What is she doing?
   ANO ANG GINAGAWA NIYA?
   f. What do you think she is going to do next?
   ANO SA PALAGAY NINYO ANG GAGAWIN NIYA PAGKATAPOS?
   g. Who is the girl in the bottom picture?
   SINO ANG BATANG BABAE SA LARAWAN SA IBABA? (Kim)
   h. What is she doing?
   ANO ANG GINAGAWA NIYA?
   i. What do you think she is going to do next?
   ANO SA PALAGAY NINYO ANG GAGAWIN NIYA PAGKATAPOS?

3. Accept all possible interpretations and responses. The children may come up with some original and interesting predictions.

ACTIVITY 2: Worksheet activity

1. Tell the children to draw a picture showing what Luis will do with his kite.

ACTIVITY 2: Worksheet activity (Cont'd)

2. Tell them to draw a picture showing what Nina will do with her glass of milk.

3. Tell them to draw a picture showing what Kim will do with her bicycle.

ACTIVITY 3: Reviewing sounds

1. Show a chart or flashcards of all the sounds previously learned.

2. Do a fast review by asking the children to identify the sounds.

ACTIVITY 4: Test Worksheet

1. Prepare the children for the task by writing these letters on the board:

   a h i m r

   Say:
   "Look at these sounds. Draw a circle around the sound you hear at the beginning of the word *hari*." (Say the word without exaggerating or separating the initial *h* sound.)

   TINGNAN ANG MGA TUNOG NA ITO. BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG *HARI*.

   Call on a child to do this exercise on the board. (Child circles *h*.)

2. Pass out pencils. Have the children open their workbooks to page 22.

ACTIVITY 4: Test Worksheet (Cont'd)

Say:
"Find the first box on top, the one that has a sun. Point to each sound as I say it: *a, h, i, m, r*. Draw a circle around the sound you hear at the beginning of *hari*. Which one did you circle? Does your first row look just like the one on the board? Let's do the others."
HANAPIN ANG UNANG KAHON SA ITAAS, IYONG MAY ARAW. ITURO ANG BAWAT TUNOG HABANG AKING BINIBIGKAS: *a, h, i, m, r*. BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG *HARI*. ANO ANG BINILUGAN NINYO? ANG UNANG HANAY BA NINYO AY TULAD NG NASA PISARA? GAWIN NATIN ANG IBA.

3. Say:
"Now move your pencil to the second box. Draw a circle around the sound you hear at the beginning of *ulo*."

   NGAYON, ILIPAT ANG INYONG LAPIS SA PANGALAWANG KAHON. BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG *ULO*.

4. Continue with the rest of the numbers, always giving this direction before you say the key word:

   "Draw a circle around the sound at the beginning of ____________________."
   BILUGAN ANG TUNOG NA NARIRINIG NINYO SA SIMULA NG SALITANG ______________.

   3 - lolo
   4 - tao
   5 - ospital
   6 - relo
   7 - kuneho
   8 - goma
   9 - dahon
   10 - walo
   11 - ahas
   12 - leon
   13 - eskoba
   14 - ibon

5. Collect the worksheets and check the children's responses. If some children had any difficulty with the test, provide review exercises on the sounds they missed.

CONCEPT: Interaction UNIT: Cooperation WEEK; 25 DAY: 3

OBJECTIVES:

The child will be able to:
1. Read the plural marker *mga* and use it in phrases.
2. Write the sounds dictated by the teacher.
3. Write missing initial sounds in a test worksheet and answer all the test items correctly.

MATERIALS:

AABC: 1. Student Test Worksheet, "Writing Sounds" (Student Workbook, page 23)
Other: 1. Handwriting paper

VOCABULARY:

Reading Vocabulary:

mga - plural marker

SUMMARY OF THE DAY'S ACTIVITIES:

1. Reading lesson: *Mga*
2. Writing sounds dictated by the teacher.
3. Test Worksheet: Writing missing initial sounds

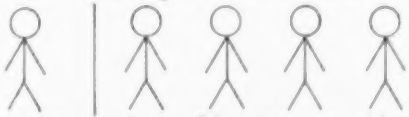
NOTES AND EXPLANATIONS:

The plural marker *mga* (pronounced *manga*) is taught as a sight word in this lesson. *Mga* expresses plurality and in most sentence constructions immediately precedes what it pluralizes. Ex: Mga libro ito. *Mga* may also have an approximative meaning, as in *mga lima* (approximately five), or *mga alas dos* (about two o'clock)

GRAMMATICAL STRUCTURES:

ACTIVITY 1: Learning *Mga*

1. Draw the following on the board:



Point to the stick figure on the left and say: "This is a man."
LALAKI ITO.
Then point to the figures on the right and say: "These are men."
MGA LALAKI ITO.

2. Draw one table and a group of tables in the same manner and describe them using the same sentence structures as in #1. Draw chairs, birds, etc. to illustrate and reinforce the context of *mga* expressing plurality.

3. Ask the children to repeat the sentence structures after you while pointing to the illustrations on the board.

4. Write *mga* on the board.

Say:
"Read this word for me. This word is *mga*. Say it with me."
BASAHIN ANG SALITANG ITO. ANG SALITANG ITO AY *MGA*. SABIHING KASABAY KO.

Point to the word as the children repeat it. If they ask why it is not read as *maga* (some of them may sound the word out), tell them that it is a special word and that when they see it, they should say *manga*.

5. Write this phrase on the board: ang mga aso. Read the phrase to the children calling attention to *mga*. Write other phrases using other nouns:

ang mga ahas
ang mga kama
ang mga walis
ang mga relo
ang mga hari

ACTIVITY 2: Writing sounds

1. Pass out handwriting paper. Tell the children that they are to write some sounds on their paper. Remind them to listen very carefully.

2. Produce the sound *h*.

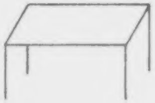
   Ask:
   "Can you write that on your paper? I'll say it again." Say the sound again. Help the children write the letter on their paper.
   MAISUSULAT BA NINYO ITO SA PAPEL? BIBIGKASIN KONG MULI.

3. Do the same for:

   w i g h f d k m n r s

ACTIVITY 3: Test worksheet

1. Prepare the children for this task by drawing and writing these on the board.



_esa

2. Point to the picture on the left.

   Ask:
   a. What's this? (mesa)
      ANO ITO? (mesa)
   b. What sound does it start with? (*m*)
      SA ANONG TUNOG NAGSISIMULA ANG SALITANG IYON? (*m*)

   c. (Point to the word on the right.) Here is the word for *mesa* but it's missing a sound.
      HETO ANG SALITANG *MESA* NGUNIT KULANG NG ISANG TUNOG.

ACTIVITY 3: Test worksheet (Cont'd)

d. What sound is missing? (*m*)
ANONG TUNOG ANG NAWAWALA? (*m*)

e. Who can write that sound on the blank?
SINO ANG MAKAKAPAGSULAT NG TUNOG NA IYON SA PATLANG?

Call on a child to write the sound on the blank.

3. Have the children open their workbooks to page 23. Tell them to look for the picture of the table on top. Ask them to identify it. Tell them to look at the word beside it.

   Ask:
   "What word is this? There's a missing sound just like the word on the board. Write the missing sound."
   ANONG SALITA ITO? MAY ISANG TUNOG NA NAWAWALA, KAGAYA NG SALITA SA PISARA. ISULAT ITO.

4. Say:
   "Now can you look at the other pictures and write the missing sounds on the blanks?"
   NGAYON, TINGNAN NINYO ANG IBANG MGA LARAWAN AT ISULAT ANG NGA NAWAWALANG TUNOG SA PATLANG.

CONCEPT: Interaction UNIT: Cooperation WEEK: 25 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the word *mga*.
2. Recall the words previously learned.
3. Decode three new words using picture cues.

MATERIALS:

AABC: 1. Student NV Worksheet 3 (Student Workbook, page 24)

Other: 1. Index cards on which are written the reading words for review.

VOCABULARY:

Reading Vocabulary (Review):

ahas	-	snake
ang	-	noun marker
damo	-	grass
gatas	-	milk
gusto	-	like/want
hari	-	king
isa	-	one
ito	-	this
lola	-	grandmother
lolo	-	grandfather
mga	-	plural marker
ng	-	non-focus noun m.
relo	-	watch
rin	-	also
takot	-	afraid
tao	-	person
ulo	-	head
walis	-	broom

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *Mga*
2. Review: Reading words
3. Unlocking new vocabulary

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *Mga*

1. Write *mga* on the board and ask the children if they remember it. If they do, proceed to the next activity. If not, do an activity similar to the one suggested for Activity 1, Day 3.

2. Write these words on the board: ang mga hari. Have the children read the phrase.

   Ask:
   "Where do kings live?" (in a palace)
   SAAN NAKATIRA ANG MGA HARI? (SA PALASYO)

ACTIVITY 2: Reviewing words

1. Show the index cards on which you have written the reading words for the day (see Reading Vocabulary list on title page).

   Go over the words with the children. If the children are able to read the words fast, proceed to the next part of the activity. If not, do sound sliding and reading it fast.

2. Put the index cards on the chalk ledge at random.

   Say:
   "I'm going to say some words. See if you can find them and arrange them in the chart pocket."
   BIBIGKAS AKO NG ILANG SALITA. TINGNAN NINYO KUNG MAKIKITA NINYO ANG MGA SALITANG ITO AT AYUSIN NINYO SA MGA BULSA NG TSART.

   Say:
   ANG MGA RELO.

   Ask:
   "What word did I say first? (Ang) Where is it? What word did I say next? (mga) Where is it? What word did I say after that? (relo) Where is it? Now let's see if we can arrange these words in the chart pocket."

ACTIVITY 2: Reviewing words (Cont'd)

ANONG SALITA ANG BINIGKAS KONG UNA? (Ang) NASAAN IYON? ANO ANG SUMUNOD KONG BINIGKAS? (mga) ANO ANG BINIGKAS KO PAGKATAPOS? (relo) NGAYON, TINGNAN KO KUNG MAAYOS NATIN ANG MGA SALITANG ITO SA MGA BULSA NG TSART.

Put the card in the chart pocket following the word order in the phrase. Read the phrase to the children. Ask the children if they understand the directions.
NAINTINDIHAN BA NINYO ANG GAGAWIN NINYO?

Continue with other phrases like: mga tao ito, ng mga hari, takot ang lolo, damo rin ito, etc.

Call on individual children to perform the tasks. After arranging the cards in the right order, ask the child to read the phrase.

ACTIVITY 3: Unlocking new vocabulary

1. Follow procedures described in Week 23, Day 5. The children are to decode the words by themselves. Point out that the pictures can help them find out what the words are.

2. When all the words are identified, have them read the phrases below. Call attention to the word *mga* and why it is used (more than one of the same object.)

CONCEPT: Interaction UNIT: Cooperation WEEK: 25 DAY: 5

OBJECTIVES:

The child will be able to:
1. Find the words that will complete sentences on a test worksheet.
2. Answer all the test items correctly.

MATERIALS:

AABC: 1. Student Test Worksheet, "Reading Words" (Student Workbook, page 25)
Other: 1. Picture of a dog.

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Test Worksheet: Completing sentences

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Only one activity is provided in this lesson. The teacher may wish to review past lessons, songs, rhymes, poems, etc.

ACTIVITY 1: Test worksheet

1. Prepare the children for this task by doing the following on the board. Put a picture of a dog on the chalk ledge, or tape it on the board (use masking tape). Write this sentence beside the picture.

   (box) ni nina ito

   To the right of the sentence, write these words in a column (similar to the test worksheet): lolo, walis, aso, lima, damo.

2. Point to the sentence and say:
   "Read these words."
   BASAHIN ANG MGA SALITANG ITO.

   After the children read the words, say:
   "Look, here's a box. The box means that there is a missing word. What would that word be? (aso) Yes, these words tell us that this (point to the picture) is Nina's dog. Now, can you find that missing word here? (Point to the list of words on the right.) Where is it? Who can write that word inside the box?"

   TINGNAN NINYO, MAY KAHON DITO. ANG IBIG SABIHIN NITO AY MAY SALITANG NAWAWALA. ANO KAYA ANG SALITANG IYON? (aso) ANG MGA SALITANG ITO AY NAGSASABI NA ITO (ituro ang lawaran) ANG ASO NI NINA. NGAYON, MAAARI BA NINYONG HANAPIN ANG NAWAWALANG SALITA DITO? (ituro ang listahan sa kanan) NASAAN ANG SALITA? SINO ANG MAKAKAPAGSULAT NG SALITANG IYON SA LOOB NG KAHON?

   Call on a child to write the word.

3. Have the children open their workbooks to page 25. Tell them to look at the example on top. Ask what picture they see. Ask them to read the words beside the picture. Ask them what word is missing. Have them locate the word in the column and write it in the box.

4. Have them do the other test items, guiding them if necessary.

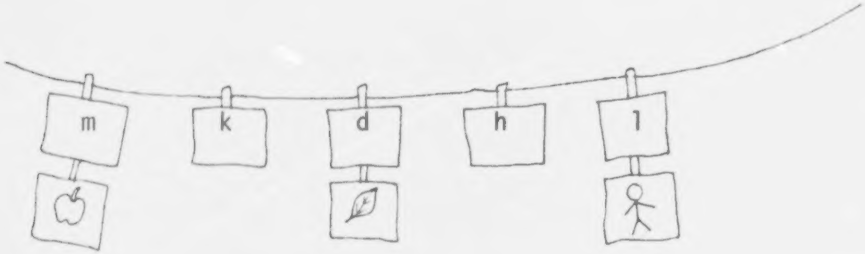
SUGGESTED ADDITIONAL ACTIVITY: (If time permits, you might want to do this activity with the children.)

Directions:

1. Hang a piece of twine or rope across the room to simulate a clothesline. Using clothespins, hang the sound flashcards on the clothesline.

2. Ask the children to either look for pictures of objects whose names start with the sounds in old magazines or workbooks or draw pictures of the objects.

3. Mount the pictures on tagboard and hang them from the corresponding sound flashcard.



CONCEPT: Interaction UNIT: Cooperation WEEK: 26 DAY: 1

OBJECTIVES:

The child will be able to:
1. Listen to a story with interest and comprehension.
2. Share his ideas in a discussion.
3. Relate cause and effect in an event.

MATERIALS:

AABC:
1. Storybook, "Si Kakak"
2. Student Worksheet, "Kakak" (Student Workbook, page 26)

VOCABULARY:

damdamin	- feelings
pagtutulungan	- cooperation
pananagutan sa isa't-isa	- responsibility to one another
pangangailangan	- needs
pulong	- meeting

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story: "Si Kakak"
2. Discussion: Responsibilities toward one another
3. Worksheet activity: Cause and effect

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: People in a group have responsibilities toward one another.

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ACTIVITY 1: Story

1. Read the story "Si Kakak" to the children.

2. Ask comprehension questions:

   a. Where does Kakak live?
      SAAN NAKATIRA SI KAKAK?
   b. What other animals lived in the pond?
      ANU-ANONG MGA HAYOP ANG NAKATIRA SA DAGAT-DAGATAN?
   c. What did Kakak do all day?
      ANO ANG GINAWA NI KAKAK BUONG ARAW?
   d. Did the other animals enjoy his croaking?
      NASIYAHAN BA ANG MGA HAYOP SA PAGKOKAK NI KAKAK?
   e. What did the animals tell him?
      ANO ANG SINABI SA KANIYA NG MGA HAYOP?
   f. What did the animals agree to do?
      ANO ANG NAPAGKASUNDUANG GAWIN NG MGA HAYOP?
   g. What became of Kakak?
      ANO ANG NANGYARI KAY KAKAK?
   h. When could he croak?
      KAILAN LAMANG MAAARING KUMOKAK SI KAKAK?

ACTIVITY 2: Discussion

1. Start the discussion by asking:

   a. Why did the animals get mad at Kakak?
      BAKIT NAGALIT KAY KAKAK ANG MGA HAYOP?
   b. Was Kakak the only animal living in the pond?
      SI KAKAK LAMANG BA ANG KAISA-ISANG HAYOP NA NAKATIRA SA DAGAT-DAGATAN?
   c. How would you feel if you were one of the animals in the pond and you heard Kakak croaking all day?
      KUNG NANGYARING KAYO AY ISA SA MGA HAYOP SA DAGAT-DAGATAN AT NARINIG NINYO ANG KOKAK NI KAKAK BUONG ARAW, ANO ANG MAGIGING PAKIRAMDAM NINYO?

ACTIVITY 2: Discussion (Cont'd)

2. Relate Kakak's situation to similar ones that are familiar to the children: someone playing the record player too loud when another person is trying to work; a child running around the room and making noise while the other children are studying; taking somebody's things without asking for his permission; running so fast on the playground that another child gets knocked down, etc.

3. In discussing this topic, lead the children to realize the following points:

   a. People in a group (such as a classroom, or a family) have responsibilities toward one another.
   b. We should always consider other people's needs and feelings.

ACTIVITY 3: Worksheet

1. Have the children open their workbooks to page 26. Tell them to look at the two pictures.

   Say the following:
   "The first picture isn't finished. Look at the second picture. What is happening here? Why? What caused it?
   TINGNAN NINYO, HINDI TAPOS ANG UNANG LARAWAN. TINGNAN ANG PANGALAWANG LARAWAN. ANO ANG NANGYAYARI? BAKIT? ANO ANG DAHILAN?

2. Ask the children to look at the first picture again.

   Ask the following:
   "What is Kakak doing in this picture? Is that why the other animals got made at him?"
   ANO ANG GINAGAWA NI KAKAK SA LARAWANG ITO? ITO BA ANG DAHILAN KUNG BAKIT NAGALIT ANG IBANG HAYOP SA KANIYA?

3. Tell the children to finish the picture by following the broken lines and by coloring the picture.

CONCEPT: Interaction UNIT: Cooperation WEEK: 26 DAY: 2

OBJECTIVES:

The child will be able to:
1. Recall the word *mga*.
2. Hear and produce the sound *p*.
3. Identify the letter representing the sound *p*.
4. Read two new vocabulary words: pusa, pato.
5. Sing a song.

MATERIALS:

AABC: 1. Flashcard, *p* sound.
2. Chart, *p* vocabulary
3. Song, "Pupunta ang Pato." (page 214)

Other: 1. Pictures of a cat, a duck, a turtle and a frog

VOCABULARY:

Chart Vocabulary	Reading Vocabulary
palaka - frog	pato - duck
payaso - clown	pusa - cat
pera - money	
pinto - door	
pugad - nest	
pusa - cat	
puso - heart	

SUMMARY OF THE DAY'S ACTIVITIES:

1. Game: Using the singular *sa*-pronouns
2. Review: Mga
3. Phonics lesson: *p*
4. Reading words
5. Song: "Pupunta ang Pato"

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *mga*

1. Write *mga* on the board and ask the children to identify it.

2. Ask them to use *mga* in describing objects or sets of objects in the room.

ACTIVITY 2: Learning *p*

1. Show the pictures of the four animals: cat, frog, duck and turtle. Ask the children to name the animals. Remind them of the animals in the story "Si Kakak." Ask them what sound they hear at the beginning of those words.

2. Show the *p* flashcard and identify the sound. Ask the children to repeat the sound. Proceed following Teaching Sounds directions.

   p words to say orally: pusa, pakò, padyama, pato, payaso

   p words on chart: pusa, palaka, payaso, pera, pinto, puso, pugad

3. Write a rhyming series on the board:

   ma
   sa
   ha
   la
   pa

   Proceed following procedures for Words that Begin with a Stop Sound. Continue with other vowel combinations.

ACTIVITY 3: Reading words

1. Put the pictures of the cat and the duck on the chalk ledge or tape them on the board. Write these words under or beside the pictures: pusa, pato.

2. Say:
"Here are the names of these animals. Can you read the words?"
NARITO ANG MGA PANGALAN NG MGA HAYOP NA ITO. MABABASA BA NINYO ANG MGA SALITA?

   Direct the children to read by syllables if they cannot whole-word read.

3. Ask questions about the animals.

ACTIVITY 4: Song

1. Before teaching the song, read the lyrics to the children, enunciating the initial *p* sound.

   Pupunta ang pato
   Pupunta sa poso
   pipili ng premyo
   pipito ang pagpipilian
   panay na pulahan.

   Ask them to recite the lyrics with you. Then ask which words start with *p*.

2. Teach the song.

CONTENT: Interaction UNIT: Cooperation WEEK: 26 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recall the sound *p* and the *p* reading words.
2. Recall the song "Pupunta ang Pato."
3. Hear and produce the sound *b*.
4. Identify the letter representing that sound.
5. Read five new vocabulary words: sabi, bola, baka, ba, oo.

MATERIALS:

AABC: 1. Flashcards, *p* and *b* and all other sounds previously learned.
2. Charts, *p* and *b* vocabulary
3. Song, "Pupunta ang Pato" (page 214)

Other: 1. Pictures of a cow and a ball

VOCABULARY:

Reading Vocabulary:

ba	- question marker
baka	- cow
bola	- ball
oo	- yes
sabi	- said

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *p* and reading words
2. Song: "Pupunta ang Pato"
3. Phonics lesson: *b*
4. Reading words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

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ACTIVITY 1: Reviewing *p* and reading words

1. Show the pictures of the four animals used in Day 2. Ask the children what sound the words start with.
2. Put all the sound flashcards on the chalk ledge and have the children locate the sound *p*.
3. Write *pusa* and *pato* on the board and ask the children to read them and point to the pictures of the two animals.

ACTIVITY 2: Song

Review the song "Pupunta ang Pato."

ACTIVITY 3: Learning *b*

1. Tell the children that they will be learning a new sound. Show the *b* flashcard and identify the sound.
2. Proceed the following Teaching Sounds directions.

   b words to say orally: baka, baboy, bilog, botas, bola, butones

   b words on chart: baka, babae, baso, bilog, bola, bubuyog, bintana
3. Write a rhyming series on the board:

   ma
   ra
   sa
   ha
   ba

   Proceed the following procedures for Words that Begin with a Stop Sound. Continue with other vowel combinations.

ACTIVITY 3: Learning *b* (Cont'd)

4. Because most children confuse the letter formations of *b* and *p*, do this task. Write a big *p* and a big *b* on the board and have them identify the sounds. Call attention to the fact that the stem in *b* goes up, and the one in *p* goes down.

5. Play a visual-auditory discrimination game. Use the same *p* and *b* written on the board. Say a word and call on a child. He is to go to the board and point to the initial sound that he hears.

   baboy, baso, palaka, bola, pamilya, palakol, bata, pato
   bahay, pipino, pugad, puso, babae, buwaya, bubuyog

ACTIVITY 4: Reading words

1. Write these two words on the board and see if the children can unlock them on their own: baka bola

   If they cannot, use picture cues to help them identify the words. Use the words in sentences.

2. Tell the children that you are going to write three easy words on the board and that they can surely read them by themselves.

   Write: oo ba sabi

   Ask the children to decode the words. Use the words in sentences.

CONCEPT: Interaction UNIT: Cooperation WEEK: 26 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the sounds *p* and *b*.
2. Recall the reading words presented in Day 2 and Day 3.
3. Read a story.

MATERIALS:

AABC:
1. Flashcards of all the sounds learned to date
2. Charts, *p* and *b*
3. Student Reading Worksheet E (Student Workbook, page 27)

VOCABULARY:

Reading Vocabulary

ba	- question marker
baka	- cow
ben	
bola	- ball
pato	- duck
puso	- cat
oo	- yes
sabi	- said

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *p* and *b*
2. Review: Reading words
3. Worksheet

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing *p* and *b*

1. Show all the flashcards to the children on the chalk ledge. Hold up one card (e.g., *h*) and ask: "Is this *p*?" *p* BA ITO? Hold up two more asking the same question. Then say: "I can't seem to find *p*. Who can find it for me?" HINDI KO MAKITA ANG TUNOG NA *p*. SINO ANG MAKAKAHANAP NG TUNOG NA IYON PARA SA AKIN?" Call on a child to look for it.

   Do the same for *b*.

2. Name all the pictures on the *p* and *b* vocabulary charts.

ACTIVITY 2: Reading words

1. Tell the children that in today's story, they are going to meet a new boy, a friend of Luis. His name is Ben.

2. Write *ben* on the board and ask the children to identify the word. Write all the reading words on the board and go over them with the children.

ACTIVITY 3: Worksheet

1. Say: "Today, we have a story about Ben and his toys. I wonder what they are. Can you guess what toys he might have?"
   NGAYON, BABASA TAYO NG KUWENTO TUNGKOL KAY BEN AT SA KANIYANG MGA LARUAN. ANU-ANO KAYA IYON? MAARI BA NINYONG HULAAN KUNG ANU-ANO ANG MGA LARUAN NI BEN?

2. Reading worksheet (Follow Reading directions):

   si ben ito
   eto ang mga bola ni ben
   lima ang bola

3. Ask these questions:

   a. How many balls does Ben have?
      ILAN ANG BOLA NI BEN?

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ACTIVITY 3: Worksheet (Cont'd)

b. Which ball do you like the best?
ALING BOLA ANG PINAKAGUSTO NINYO?

4. Ask the children to locate these words and underline them: bola, lima, mga. Then they can color their favorite ball.

CONCEPT: Interaction UNIT: Cooperation WEEK: 26 DAY: 5

OBJECTIVES:

The child will be able to:
1. Decode two new words.
2. Read a story.
3. Write the letters *p* and *b* and the words *pusa* and *baka* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Student NV Worksheet 4 (Student Workbook, page 28-29)
2. Student Worksheet, *p* and *b* vocabulary (Student Workbook page 30)
3. Student Writing Worksheets, *p* and *b* (Student Workbook, page 31 and 32)

VOCABULARY:

Reading Vocabulary:

malaki - big
maliit - small

SUMMARY OF THE DAY'S ACTIVITIES:

1. Unlocking new vocabulary and reading a story.
2. Worksheets: *p* and *b* words
   writing *p* and *b*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Unlocking new vocabulary and reading a story

1. Have the children open their workbooks to page 28. Ask them to look at the two pictures and identify them (giant & dwarf; HIGANTE AT UNANO O DUWENDE). Ask them to describe the two figures according to size: "Who's bigger? Who's smaller?" SINO ANG MAS MALAKI? SINO ANG MAS MALIIT?

2. Say: "Now look at the words under the pictures. Can you read them? What's the word under the giant? (laki) That's because the giant is big. What's the word under the dwarf? (liit) That's because the dwarf is small. Let's read the two words again."

   TINGNAN ANG MGA SALITA SA ILALIM NG MGA LARAWAN. MABABASA BA NINYO ANG MGA SALITA? ANO ANG SALITANG NASA ILALIM NG HIGANTE? (laki) ANG LAKI NG HIGANTE, HINDI BA? ANO ANG SALITANG NASA ILALIM NG UNANO? (liit) ANG LIIT NG UNANO. BASAHIN NATIN ULI ANG MGA SALITA.

3. Say: "Now look at the two words under the line. Are they the same as the ones we just read? (Children may notice that a part of the new words below is similar to the ones above the line.) Show me which part is the same as the word above. That part says what? Look, there's something in front of the word. Can you read the "word" in the box? (ma) Now can you put them together? What do the new words say? (MALAKI-MALIIT)"

   NGAYON, TINGNAN ANG DALAWANG SALITA SA ILALIM NG GUHIT. KAGAYA BA ITO NG MGA NASA ITAAS NA BINASA NATIN? IPAKITA NINYO SA AKIN ANG BAHAGING KATULAD NG NGA SALITA SA ITAAS. ANONG SALITA IYON? TINGNAN NINYO, MAY MGA TUNOG SA HARAPAN NG SALITA. ANO IYON? (ma) MAAARI BA NINYONG PAGSAMA-SAMAHIN? ANU-ANO ANG ATING DALAWANG BAGONG SALITA?

4. To summarize, write *laki* on the board and ask the children to read it. Add *ma* in front of it and have them read the new word. Say: "Sometimes, we can make a new word by adding other sounds in front of it, just like this one."

   KUNG MINSAN, NAKAKAGAWA TAYO NG BAGONG SALITA KUNG DADAGDAGAN NATIN NG IBANG TUNOG ANG ISANG SALITA, KAGAYA NITO. DINAGDAGAN NATIN NG *MA ANG LAKI*. ANO ANG BAGONG SALITANG GINAWA NATIN?

   Do the same with *liit* and *maliit*.

ACTIVITY 1: Unlocking new vocabulary and reading a story (Cont'd)

5. Turn to the next page (story). Tell the children that they are about to read a long story. Call their attention to the words at the top. Say: "This is the title of the story. A title tells us what the story is about. Let's read the words to find out what the title is."

   ITO ANG PAMAGAT NG ATING KUWENTO. PAG BINASA NATIN ANG PAMAGAT, MALALAMAN NATIN KUNG TUNGKOL SA ANO ANG KUWENTO. BASAHIN NATIN ANG MGA SALITA UPANG MALAMAN NATIN ANG PAMAGAT.

6. Have the children read the title, calling their attention to the picture cues. When the title has been read, ask: "What is this story about? How do you know? (the title) What do you call these words at the top in the middle?"

   TUNGKOL SA ANO ANG KUWENTONG ITO? PAANO NINYO ALAM? ANO ANG TAWAG NATIN SA MGA SALITANG ITO NA NASA ITAAS SA GITNA?

7. Tell the children that the new words they just learned (malaki & maliit) are to be found in the story. Have them locate the words.

8. Have the children read the story by paragraph. Pause after each paragraph so questions can be asked.

9. After the whole story is read, ask the children to locate certain vocabulary words in the story. Ask them to locate the title and point to it. Ask what a title tells us.

ACTIVITY 2: Worksheets

1. *Directions:* Look at the pictures. Say the names of the pictures. If the name starts with *p*, color the box beside it blue; if it starts with *b*, color the box green.

2. *Directions:* (Follow Writing procedures)

CONCEPT: Interaction UNIT: Cooperation WEEK: 27 DAY: 1

OBJECTIVES:

The child will be able to:
1. Recognize a story sequence by following the events in a picture worksheet.
2. Recognize the main idea in the story.
3. Share his ideas and resources in a discussion.

MATERIALS:

AABC: 1. Student Worksheet, "Open House, part 2" (Student Workbook, page 33.

VOCABULARY:

gawain	- assignment
grupo,pangkat	- group
mga layunin	- goals
pagtutulungan	- cooperation
palatuntunan, programa, palabas	- program/show

SUMMARY OF THE DAY'S ACTIVITIES:

1. Story with worksheet: "Open House, part 2"
2. Discussion: Achieving common goals
3. Group project: Planning a program

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: Cooperative work helps achieve common goals.

ACTIVITY 1: Story

1. Prepare the children for the story by recalling part 1 of "Open House" (Week 25, Day 1). Talk about what the different assignments of the children were as they prepared for open house and how the whole class worked together to clean the room. Tell them that they are going to hear the continuation of the story.

2. Have the children open their workbooks to page 33. Let them study the pictures.

3. Say:
   "Now listen to the story as you look at the pictures. Point to each picture as I read the story."
   NGAYON, MAKINIG SA KUWENTO HABANG TINITINGNAN NINYO ANG MGA LARAWAN. ITURO ANG LARAWAN HABANG BINABASA KO ANG KUWENTO.

   a. Look at the first picture. Here is the teacher, Mr. Jones. He is saying something to the children. He says:
      "Open House is getting close. We've all cleaned our room. Let's see if we can do something else for your parents--something they can watch in our classroom. Any suggestions?"
      TINGNAN ANG UNANG LARAWAN. ETO ANG GURO, SI MR. JONES. MAY SINASABI SIYA SA MGA BATA. ANG SABI NIYA: "MALAPIT NA ANG OPEN HOUSE. NALINIS NA NATING MABUTI ANG ATING SILID. TINGNAN NATIN KUNG MAY IBA PA TAYONG MAGAGAWA PARA SA INYONG MGA MAGULANG--ISANG BAGAY NA MAAARI NILANG PANOORIN SA ATING SILID. ANO KAYA ANG MAAARI NATING GAWIN?"
   b. Look at the second picture. Nina is raising her hand. She says:
      "We can put on a show for them. Some of us can sing, some of us can read stories, some of us can recite poems." "That's very good," said Mr. Jones, "How are we going to do it?"
      TINGNAN ANG PANGALAWANG LARAWAN. ITINATAAS NI NINA ANG KANIYANG KAMAY. ANG SABI NIYA: "MAGPALABAS TAYO PARA SA KANILA. ANG IBA SA ATIN AY MAAARING KUMANTA, ANG IBA AY MAAARING BUMASA NG KUWENTO AT ANG IBA AY MAAARING TUMULA." "MAGALING," ANG SABI NI MR. JONES, "PAANO NATIN GAGAWIN ITO?"
   c. Look at the third picture. Luis is raising his hand. He says:
      "The whole class should participate. We want to put on a good show, so we should all work together."

ACTIVITY 1: Story (Cont'd)

TINGNAN ANG PANGATLONG LARAWAN. ITINATAAS NI LUIS ANG KANIYANG KAMAY. ANG SABI NIYA: "LAHAT AY DAPAT SUMALI SA ATING PALABAS. KAILANGANG MAGANDA ANG PALABAS KAYA DAPAT TAYONG MAGTULUNG-TULUNGAN."

d. Look at the next row of pictures in the middle. Look at the first picture in the row. Now, the children are busy planning for the show and practicing their numbers. The boys are going to sing a song.
TINGNAN ANG SUSUNOD NA HANAY SA GITNA. TINGNAN ANG UNANG LARAWAN. NGAYON, PINAPLANO NG MGA BATA ANG KANILANG PALABAS. NAG-EENSAYO (NAGPAPRAKTIS) SILA. ANG MGA BATANG LALAKI AY AAWIT PARA SA PROGRAMA.

e. Look at the next picture. Rosa and Kim are going to present a play with puppets.
TINGNAN ANG SUSUNOD NA LARAWAN. SINA ROSA AT KIM AY MAGPAPALABAS NG ISANG DULA NA GUMAGAMIT NG MGA TAU-TAUHAN.

f. Look at the next picture. Ben will be reading a story while the other children will act it out.
TINGNAN ANG SUSUNOD NA LARAWAN. BABASA SI BEN NG KUWENTO NA ISASADULA NG MGA IBANG BATA.

g. Now look at the row of pictures on the bottom. Look at the first picture. It is Open House day. The parents are coming to the classroom. Mr. Jones is greeting them.
TINGNAN ANG HANAY SA IBABA. TINGNAN ANG UNANG LARAWAN. ARAW NA NG OPEN HOUSE. NARITO NA ANG MGA MAGULANG SA SILID-ARALAN NG MGA BATA. BINABATI SILA NI MR. JONES.

h. Look at the next picture. Here are the children putting on their program for the parents.
TINGNAN ANG SUSUNOD NA LARAWAN. ETO ANG MGA BATA. NAGPAPALABAS SILA PARA SA KANILANG SA MAGULANG.

i. Look at the last picture. The parents are applauding. They're very pleased. The children have put on a good show!
TINGNAN ANG HULING LARAWAN. NAGPAPALAKPAKAN ANG MGA MAGULANG. MALIGAYANG-MALIGAYA SILA, DAHIL SA MAGANDA ANG PALABAS NG MGA BATA.

ACTIVITY 2: Discussion

1. Ask the following questions:

ACTIVITY 2: Discussion (Cont'd)

a. What did the children want to do for Open House?
ANO ANG GUSTONG GAWIN NG MGA BATA PARA SA OPEN HOUSE?
b. How did they prepare the program?
PAANO NILA INIHANDA ANG PALABAS?
c. Who participated in the program?
SINU-SINO ANG MGA KASALI SA PALABAS?
d. Was everybody in it?
KASALI BA ANG LAHAT NG MGA BATA?
e. Why was it important for the whole group to work together?
BAKIT MAHALAGANG MAGTULUNG-TULUNGAN ANG BUONG KLASE?
f. Were the parents pleased?
NASIYAHAN BA ANG MGA MAGULANG?
g. Was it a good program?
MAGANDA BA ANG PALABAS?
h. Do you think the children were pleased with the program? Why?
SA PALAGAY NINYO, NASIYAHAN KAYA ANG MGA BATA SA KANILANG PALABAS? BAKIT?

2. In the discussion, emphasize the fact that working cooperatively helps the group achieve common goals. Without cooperation, people cannot achieve things that would be of benefit to the whole group.

3. Ask:
a. What is this story about?
TUNGKOL SA ANO ANG KUWENTONG ITO?
(main idea - open house, preparing for open house, working together, putting on a good program)
b. Let's name this story. What would be a good name for it? Let's think of a title.
BIGYAN NATIN NG PANGALAN ANG KUWENTONG ITO. ANO KAYA ANG MAGANDANG PANGALAN? MAG-ISIP NG PAMAGAT PARA SA KUWENTO ITO.
c. What does the title of a story tell us?
ANO ANG SINASABI SA ATIN NG PAMAGAT NG ISANG KUWENTO?

ACTIVITY 3: Planning a program

1. Tell the children to pretend they are going to have Open House in the

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classroom. They are to plan a program for their parents, just like the children in the story.

2. Ask for suggestions as to what numbers they might include in the program and who would be performing. Emphasize the importance of group work and cooperation.

3. Make a list of the suggested numbers on the board. They may be songs previously learned, poems, stories or a play.

4. Tell them that they will be practicing these numbers everyday to make sure the program turns out good.

Note: If this activity is not practical or feasible, you may substitute another one that will require the group to work cooperatively in planning and executing it. Make sure group process is involved so that the children can actually experience cooperation.

CONCEPT: Interaction UNIT: Cooperation WEEK: 27 DAY: 2

OBJECTIVES:

The child will be able to:
1. Participate in a rehearsal of the activity planned on Day 1.
2. Recall the sounds *p* and *b* and reading words.
3. Hear and produce the sound *y*.
4. Identify the letter representing that sound.
5. Read the words *may* and *kay*.

MATERIALS:

AABC:
1. Flashcards, *p*, *b* and *y*
2. Chart, *y* vocabulary

VOCABULARY:

Chart Vocabulary:

yakap - embrace
yelo - ice
yero - galvanized iron sheet

Reading Vocabulary:

may - there is/there are
kay - personal name marker

SUMMARY OF THE DAY'S ACTIVITIES:

1. Group project
2. Review: *p*, *b* & reading words
3. Phonics lesson: *y*
4. Reading lesson: *may & kay*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Rehearsal

1. Go over the numbers planned for the program and the procedures the children should follow.

2. Direct the children in a rehearsal of the numbers. The aim of this activity is to foster group spirit. This should, therefore, be encouraged. If a substitute activity has been planned, devote this time to its planning and execution.

ACTIVITY 2: Reviewing *p*, *b* and reading words

1. Put up *p* and *b* flashcards and have the children identify the sounds.

2. Say some words that begin with *p* or *b* and ask different children to come to the front and point to the initial sound.

3. Write the reading words for Week 26 on the board and go over them with the children: pusa, pato, baka, bola, sabi, oo, ba.

ACTIVITY 3: Learning *y*

1. Tell the children that they will be learning a new sound. Show the *y* flashcard and identify the sound.

2. Proceed following Teaching Sounds directions.

   y words to say orally: yelo, yaman, yantok, yeso, yero

   y words on chart: yelo, yakap, yero

ACTIVITY 4: Learning *may* and *kay*

1. Say the following sentences to the children while pointing to the objects:

   May sapatos ako.
   May damit ako.

   May relo ako.

Ask:
MAY SAPATOS KA BA? Call on a child. The child responds.

2. Say:
"What is the first word I said when I asked that question?" (may)
ANO ANG UNANG SALITANG SINABI KO NANG TINANONG KITA?

"Here is the word *may*. (Write *may* on the board.) Let's read it together. What is this word?"
ETO ANG SALITANG *MAY*. BASAHIN NATIN. ANO ANG SALITANG ITO?

3. Write this on the board: may aso sa mesa. Have the children read the sentence.

4. Write *kay* below *may*. Point to *may* and say:
"If this says *may*, (point to *kay*) what will this say?"
KUNG ANG SALITANG ITO AY MAY, (ituro ang *kay*) ANO NAMAN ANG SALITING ITO?

Give a book to a child and say:
"Ibinigay ko kay Mary ang libro." Give it to another child and repeat the pattern. Ask the child to do the same task and to say the same sentence pattern after doing it.

5. Write these on the board:

kay luis kay tito kay nina kay ben

Have the children read the phrases.

CONCEPT: Interaction UNIT: Cooperation WEEK: 27 DAY: 3

OBJECTIVES:

The child will be able to:

1. Recall the sound *y* and the words *may* and *kay*.
2. Recall decoding principles employing structural analysis.
3. Read five new vocabulary words: itim, puti, sana, yelo, baso
4. Read a story on the board.
5. Write the letter *y* and the word *yelo* by tracing and copying models on a worksheet.

VOCABULARY:

Reading Vocabulary:

baso	- glass
kay	- personal name marker
itim	- black
may	- there is/there are
puti	- white
sana	- I wish/would it be so
yelo	- ice

GRAMMATICAL STRUCTURES:

MATERIALS:

AABC: 1. Flashcard, *y* sound
2. Chart, *y* vocabulary
3. Student Writing Worksheet, *y* (Student Workbook, page 34)

Other: 1. Pictures of black objects and white objects.
2. Flashcards with words (see Activity 2 instructions)

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *y*, *may*, *kay*
2. Unlocking new vocabulary
3. Reading words
4. Reading a story
5. Worksheet: Writing *y*

NOTES AND EXPLANATIONS:

In this lesson, the children are required to decode more words by reading a word they already know and adding another syllable to it to form a new word (structural analysis). In previous lessons, the words *sama*, *may* and *kay* were presented. The syllables *ka*, *ka* and *sa* are going to be added to them respectively to form *kasama*, *kamay* and *sakay*. The children are also introduced to a sentence and a period.

ACTIVITY 1: Reviewing *y* and *may/kay*

1. Present the *y* chart and identify the objects with the children. Ask what sound the words start with.
2. Say these words to practice and *y* sound: yoyo, yelo, Yolanda, yaman, yeso, yero, yakap.
3. Write *may* and *kay* on the board. Ask the children to read the words.

ACTIVITY 2: Unlocking new vocabulary

Note: Have the following ready for this activity: index cards with these words and syllables written on them:

A	B
ka	sama
ka	may
sa	kay

Make sure the last letter of the syllables on the flashcards in column A are close to the right margin. The first letter of the words on the flashcards in column B should be close to the left margin. These are to be put together to form new words.

1. Write the word *laki* on the board. Ask the children if they remember the word.

   Say:
   "We added some sounds to this word to make a new word. Does anybody remember what those sounds were? (ma) (Write *ma* in front of the word.) What is the new word?" (malaki)
   DINAGDAGAN NATIN NG MGA TUNOG ANG SALITANG ITO AT NAKAGAWA TAYO NG BAGONG SALITA. ANONG MGA TUNOG IYON? (ma) (Isulat ang *ma* sa harapan ng salita.) ANO ANG BAGONG SALITA? (malaki)

ACTIVITY 2: Unlocking new vocabulary (Cont'd)

2. Remind the children that sometimes by adding some sounds in front of a word, we form another word. Use *maliit* as another example if necessary.

3. Put the flashcard with *sama* in the chart pocket. Have the children read it. Show *ka* to the children and ask them what it is. Now put it in front of *sama* and ask if they can read the new word. (kasama) Use the word in sentences. Do the same for *kamay* and *sakay*.

4. Go over the new words again.

ACTIVITY 3: Reading words

1. Show pictures of black objects and ask the children what color they are. Show pictures of white objects and ask the children what color. Put the pictures on the chalk ledge. Above the black objects, write *itim*; above the white ones, *puti*. Identify the words for the children and have them read the words.

2. Write *yelo* on the board and ask the children to read it. Use it in a sentence.

3. Write *sana* on the board and have it read. Use it in a sentence.
4. Show a glass of water. Identify the container. Write *baso* on the board and have it read.
5. Go over the list and make sure the children are familiar with the words.

ACTIVITY 4: Reading a story

1. Write this sentence on the board:

   may yelo sa baso ni ben

2. Read the sentence with the children. Ask them if they can add some more things to the story, like why Ben's glass had ice, what was in the glass, what he's going to do with it, etc. Let them expand and extend the story orally.

ACTIVITY 4: Reading a story (Cont'd)

3. Say:
"If we were to give a title to this story, what would it be?"
KUNG BIBIGYAN NATIN NG PAMAGAT ANG KUWENTONG ITO, ANO KAYA ANG MAGANDANG PAMAGAT?

Accept all suggestions, pointing out what a title is supposed to do or provide: tell us what the story is about.

4. Say:
"I'm going to put something at the end of this."
MAY ILALAGAY AKO SA HULIHAN NITO.

Put a period at the end of the sentence, big enough to make it evident to the children.

Say:
"This is called a period, and I put it at the end of this sentence. This (point to the entire thing) is a sentence. When we see a period, it's telling us to stop and rest a little bit before reading the next word. Where should I stop when I read this sentence? (after Ben) Why? What do you call this? (point to the period) What does a period tell us?"

ANG TAWAG DITO AY TULDOK (ituro and tuldok) AT INILAGAY KO ITO SA HULIHAN NG PANGUNGUSAP. ITO (ituro ang pangungusap) AY ISANG PANGUNGUSAP. ANG TULDOK SA HULIHAN NG PANGUNGUSAP AY NAGSASABI SA ATING HUMINTO AT MAGPAHINGA NANG KAUNTI BAGO BASAHIN ANG SUSUNOD NA SALITA. SAAN AKO DAPAT HUMINTO PAG BINASA KO ANG PANGUNGUSAP NA ITO? (pagkatapos ng salitang Ben) BAKIT? ANO ANG TAWAG DITO? (ituro ang tuldok) ANO ANG IBIG SABIHIN NG TULDOK?

ACTIVITY 5: Worksheet

Following Writing directions.

CONCEPT: Interaction UNIT: Cooperation WEEK: 27 DAY: 4

OBJECTIVES:

The child will be able to:

1. Recall the new vocabulary from Day 3: kasama, kamay, sakay.
2. Recall the reading words from Day 3.
3. Read a long story.
4. Participate in a rehearsal of the activity planned on Day 1.

MATERIALS:

AABC: 1. Student Reading Worksheet F (Student Workbook, page 35-36)
Other: 1. Flashcards used in Day 3.

VOCABULARY:

Reading Vocabulary:

kamay	- hand
kasama	- companion
kay	- personal name marker
itim	- black
may	- there is/there are
puti	- white
sakay	- to ride (v.), passenger (n.)
sana	- I wish/would it be so

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: kasama, kamay, sakay
2. Review: Reading words
3. Worksheet: Reading a long story
4. Group project

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing new vocabulary

Present the same flashcards used in Activity 2, Day 3 and follow the same procedure.

ACTIVITY 2: Reviewing words

Make a list of the reading words on a chart or on the board and ask the children to read them.

ACTIVITY 3: Worksheet

1. Have the children open their workbooks to page 35. Ask them to find the title. Have them read the title together.

   Ask:
   "What is this story going to be about? How do you know?"
   TUNGKOL SA ANO ANG KUWENTONG ITO? PAANO NINYO ALAM?

2. Say:
   "The new words we just read on the board are found in this story. Can you find them?"
   ANG MGA BAGONG SALITANG BINASA NATIN SA PISARA AY NASA KUWENTONG ITO. MAAARI BA NINYONG HANAPIN ANG MGA SALITANG IYON?

   Have the children locate the words and read them (the words are in boxes in the worksheet).

3. Say:
   "There are periods in this story. Can you find some for me? What does a period tell us to do?"
   MAYROONG MGA TULDOK SA KUWENTONG ITO. MAAARI BA NINYONG HANAPIN ANG MGA TULDOK? ANO ANG IBIG SABIHIN NG MGA TULKDOK?

   Ask the children to point to the periods.

4. Read the story.

ACTIVITY 3: Worksheet (Cont'd)

5. Ask these questions and have the children do these tasks:

    a. What color is Luis' cat?
    ANONG KULAY ANG PUSA NI LUIS?
    Find the words that tell us what color his cat is.
    HANAPIN ANG MGA SALITANG NAGSASABI SA ATIN KUNG ANONG KULAY ANG PUSA NI LUIS.

    b. What color are its eyes?
    ANONG KULAY ANG MATA NG PUSA?
    Find the words that tell us that.
    HANAPIN ANG SALITANG NAGSASABI SA ATIN KUNG ANONG KULAY ANG MATA NG PUSA.

    c. Who wants to have a cat, too?
    SINO ANG GUSTO RING MAGKAROON NG PUSA?
    What did Ben say?
    ANO ANG SINABI NI BEN?
    Find the words that he said.
    HANAPIN ANG MGA SALITANG SINABI NI BEN.

Note: Since this is the first time the children are being asked to perform this task, they will probably need some help and guidance in finding the sentences.

ACTIVITY 4: Rehearsal

Go through a rehearsal of the program planned on Day 1. Remind them that tomorrow, they are to present the numbers as if their parents were in the room watching them.

If the group is a small one, another class may be invited to watch the performance, in which case the group should be informed that they will have an audience.

CONCEPT: Interaction   UNIT: Cooperation   WEEK: 27 DAY: 5

OBJECTIVES:

The child will be able to:
1. Participate in a presentation of the activity planned on Day 1.
2. Evaluate the group project.

MATERIALS:

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Group project
2. Discussion: Evaluating the project

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Presentation

For this day, only this activity is planned. The children may present the program pretending that today is Open House in the classroom. Or an audience may be invited to watch the program.

If a substitute activity has been planned, do it today.

At the end of the activity, praise the children for their contributions and for a job well done. Evaluate the activity in terms of planning, participation, group work and audience reaction (if any).

UNIT 3: COMMUNICATION

CONCEPT: Interaction UNIT: Communication WEEK: 28 DAY: 1

OBJECTIVES:

The child will be able to:
1. Recognize a story sequence by following the events in a picture worksheet.
2. Share his ideas in a discussion.
3. Recall the sounds and words previously learned.

MATERIALS:

AABC: 1. Student Worksheet, "Ben and Luis" (Student Workbook, page 37)

VOCABULARY:

kilos, galaw	- gestures
mag-usap	- to converse
palatandaan	- signs
pananalita, pagsasalita	- speech
salita	- words
senyas	- signals
wika	- language

SUMMARY OF THE DAY'S ACTIVITIES:

1. Background discussion: Verbal & non-verbal language
2. Story & discussion: "Ben and Luis"
3. Review: Sounds and words

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: People communicate with each other verbally and non-verbally.

ACTIVITY 1: Background

1. Prepare the children for the story by talking about any topic that would be interesting to the children (e.g., pets, T.V. shows, toys, etc.)

2. After an exchange of ideas, ask the children what you are all doing (talking).

   Ask the questions:
   a. What do we use when we talk? (mouth)
   ANO ANG GINAGAMIT NATIN PAG NAGSASALITA TAYO? (ANG BIBIG)
   b. How do we use it?
   PAANO NATIN GINAGAMIT ITO?
   c. How do I say what I want to say?
   PAANO KO SINASABI ANG GUSTO KONG SABIHIN?
   d. Am I making sounds right now?
   BUMIBIGKAS BA AKO NG MGA TUNOG NGAYON?
   e. Do these sounds mean anything to you?
   MAY IBIG SABIHIN BA ANG MGA TUNOG NA ITO?
   f. What do we call these sounds when we put them all together? (words)
   ANO ANG TAWAG NATIN SA MGA TUNOG NA ITO PAG PINAGSAMA-SAMA NATIN ANG MGA ITO? (MGA SALITA)

3. Lead the children to conclude that the reason we understand each other is that we speak a language, and that language is composed of sounds and words that everybody understands.

4. Say:
   "But sometimes, we don't even use words to talk to people. Sometimes we can just do an action and they know we're telling them something. For example, what does this mean? (Put your finger on your lips to make a "be quiet" gesture. The children will say what it means: be quiet.) Did I have to talk to tell you that? No, all I had to do was make a gesture, and you know what I meant."

   KUNG MINSAN, NI HINDI TAYO GUMAGAMIT NG MGA SALITA PARA MAKIPAG-USAP. KUNG MINSAN, ISANG GALAW NG ATING KATAWAN AY MAKAKAPAGSABI NG MGA BAGAY SA

ACTIVITY 1: Background (Cont'd)

IBANG TAO. HALIMBAWA, ANO ANG IBIG SABIHIN NITO? (Ilagay ang daliri sa labi upang magsabi ng "huwag maingay." Sasabihin ng mga bata ang ibig sabihin ng kilos na ito.) NAGSALITA BA AKO? PERO NAINTINDIHAN NINYO AKO, HINDI BA? ITO LAMANG ANG GINAWA KO: INILAGAY KO ANG AKING DALIRI SA AKING BIBIG AT KAAGAD NALAMAN NINYO ANG IBIG KONG SABIHIN.

5. Say:
"In our story today, we'll find some things that tell us something even if no words are spoken. Can you find them?"

SA ATING KUWENTO NGAYON, MAY MGA BAGAY TAYONG MAKIKITA NA MAY KAHULUGAN AT KAHIT WALANG NAGSASALITA, NAIINTINDIHAN NATIN ANG KANILANG SINASABI.

ACTIVITY 2: Story and discussion

1. Have the children open their workbooks to page 37. Let them study the pictures.

2. Say:
"Now listen to the story as you look at the pictures. Point to each picture as I read the story."
NGAYON, MAKINIG SA KUWENTO HABANG TINITINGNAN NINYO ANG MGA LARAWAN. ITURO ANG LARAWAN HABANG BINABASA KO ANG KUWENTO.

   a. Look at the first picture. One day, Ben and Luis were riding their bicycles. TINGNAN ANG UNANG LARAWAN.
   ISANG ARAW, NAGBISIKLETA SINA BEN AT LUIS.
   b. Look at the second picture. While going down the road, they came to a street corner and saw a stop sign. They stopped their bicycles and looked to the left and to the right. Why did they stop? What told them to stop? What color is a stop sign? What does your father do when he's driving and he sees a stop sign?
   TINGNAN ANG PANGALAWANG LARAWAN. DUMATING SILA SA ISANG KANTO AT NAKAKITA SILA NG "STOP SIGN." INIHINTO NILA ANG KANILANG MGA BISIKLETA AT TUMINGIN SILA SA KALIWA AT SA KANAN. BAKIT SILA HUMINTO?

ACTIVITY 2: Story and discussion (Cont'd)

ANO ANG NAGSABI SA KANILA NA HUMINTO? ANONG KULAY ANG "STOP SIGN?" ANO ANG GINAGAWA NG TATAY NINYO KUNG NAGMAMANEHO SIYA AT NAKAKITA SIYA NG "STOP SIGN?"

c. Look at the third picture. Ben and Luis had to make a left turn to get on aonther street. There was a car behind them. They raised their left hands and looked behind them before turning. Why did they raise their hands? What does that mean? Have you seen anybody do that? Did Ben and Luis have to say anything to the driver to let him know they were turning?
TINGNAN ANG PANGATLONG LARAWAN. KAILANGANG LUMIKO SA KALIWA SINA BEN AT LUIS. MAY KOTSE SA KANILANG LIKURAN. ITINAAS NILA ANG KANILANG KALIWANG KAMAY AT TUMINGIN SILA SA KANILANG LIKURAN BAGO LUMIKO. BAKIT NILA ITINAAS ANG KAMAY? ANO ANG IBIG SABIHIN NOON? NAKAKITA NA BA KAYO NOON? MAY SINABI BA ANG MGA BATA SA DRAYBER NG KOTSE PARA IPAALAM SA KANIYA NA LILIKO SILA?

(*Note:* Always reiterate after every picture that these are signs and symbols that tell us certain things without need for verbal communication.)

d. Look at the first picture on the bottom row. At an intersection, a policeman put up his hand. Ben and Luis stopped their bicycles to let the pedestrians cross the street. What did the policeman do? What does that mean? Can you show me how he did it? Did he have to say anything to the people to make them stop?
TINGNAN ANG UNANG LARAWAN SA HANAY SA IBABA. SA ISANG KANTO, NAKAKITA SILA NG PULIS. ITINAAS NG PULIS ANG KANIYANG KAMAY. INIHINTO NINA LUIS AT BEN ANG KANILANG MGA BISIKLETA PARA MAKATAWID ANG MGA TAO. ANO ANG GINAWA NG PULIS? ANO ANG IBIG SABIHIN NOON? IPAKITA NGA NINYO SA AKIN ANG GINAWA NIYA. MAY SINABI BA ANG PULIS SA MGA TAO PARA HUMINTO SILA?

e. Look at the next picture. Ben and Luis went by Rosa's house. She was playing in the yard. She waved at the boys and they waved back at her. What does it mean when you wave at somebody? Why couldn't Luis and Ben talk to Rosa? How do you wave?

ACTIVITY 2: Story and discussion (Cont'd)

TINGNAN ANG SUSUNOD NA LARAWAN. DUMAAN SINA BEN AT LUIS SA BAHAY NINA ROSA. NAGLALARO SI ROSA SA HARDIN. KUMAWAY SIYA SA DALAWANG BATANG LALAKI AT KUMAWAY ANG MGA ITO SA KANIYA. ANO ANG IBIG MONG SABIHIN PAG KUMAWAY KA SA ISANG TAO? BAKIT HINDI NAKIPAG-USAP SINA BEN AT LUIS KAY ROSA? PAANO KAYO KUMAKAWAY?

f. Look at the last picture. After biking around, they went to Ben's house. But when they went inside the house, Ben's mother told them to be quiet because the baby was asleep. How did Ben's mother tell them to be quiet. Did she have to say anything? When does your mother make that gesture?
TINGNAN ANG HULING LARAWAN. PAGKATAPOS MAGBISIKLETA, NAGPUNTA SILA SA BAHAY NINA BEN. NANG PUMASOK SILA SA BAHAY, SINABIHAN SILA NG NANAY NI BEN NA HUWAG MAG-INGAY DAHIL SA NATUTULOG ANG SANGGOL (BEYBI). PAANO SILA SINABIHAN NG NANAY NI BEN NA HUWAG MAG-INGAY? NAGSALITA BA SIYA?

3. To summarize, ask the children to point out the different gestures and signs they saw in the pictures and to tell you what they mean. Ask them if any spoken language was involved. Conclude by saying that sometimes, we can talk without words, and communication goes on.

ACTIVITY 3: Worksheet activity

1. Tell the children to look at the top row. Ask them to draw a circle around the sign that made Ben and Luis stop.

2. Tell the children to look at the bottom row. Ask them to draw a circle around the gesture that says "hi."

ACTIVITY 4: Reviewing sounds and words

To review sounds and words previously learned, employ one or more of the following suggested activities that you find effective and interesting:

ACTIVITY 4: Reviewing sounds and words (Cont'd)

1. Flashcards
2. Words written on the board or on a chart
3. Bingo game
4. Play a sound matching game similar to "Old Maid"
5. Play any of the reading games available, but use Pilipino vocabulary
6. Play this game: divide the group into two teams. Pass out a set of flashcards to each group. The sets have the same words. The leaders pass out the cards to the team members. Call out a word. The team member who has that word runs to the front to put the flashcard in the chart pocket. Whoever gets there first wins a point for his team.

CONCEPT: Interaction UNIT: Communication WEEK: 28 DAY: 2

OBJECTIVES:

The child will be able to:
1. Associate sign with their meanings.
2. Hear and produce the sound *n͡g*.
3. Identify the letters that represent that sound.

MATERIALS:

AABC:
1. Student Worksheet, "Signs" (Student Workbook, page 38)
2. Flashcard, *n͡g* sound
3. Chart, *n͡g* vocabulary

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Worksheet & discussion: Signs
2. Worksheet activity
3. Phonics lesson: *n͡g*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

The letter *ng* is presented with an arch over it to let the children know that both letters represent a single sound, and to distinguish it from the marker *ng* which is pronounced as one word. In the first grade program, the arch will be phased out.

ACTIVITY 1: Discussion

1. Prepare the children for this activity by recalling the story they heard on Day 1. Review the signs and gestures that Ben and Luis came across. Say that today they will be seeing more signs in their worksheet.

   Say:
   "Let's see if you can tell us what they say."
   TINGNAN NATIN KUNG MASASABI NINYO ANG IBIG NILANG SABIHIN.

2. Have the children open their workbooks to page 38.

   Ask the following questions:

   a. What does a stop sign tell us?
      ANO ANG IBIG SABIHIN NG "STOP SIGN?"
      Where do you find it?
      SAAN NATIN NAKIKITA ITO?
      What color is it?
      ANONG KULAY ITO?

   b. What does this sign tell us?
      ANO ANG SINASABI SA ATIN NITO?
      If your father is driving the car and comes to this sign, what do you think he'll do?
      KUNG NAGMAMANEHO ANG TATAY NINYO AT NAKITA NIYA ANG PALATANDAANG ITO, ANO SA PALAGAY NINYO ANG GAGAWIN NIYA?

   c. Where do you find this sign?
      SAAN NINYO NAKIKITA ANG PALATANDAANG ITO?
      What is it telling us?
      ANO ANG SINASABI NITO SA ATIN?
      Suppose you have to use the phone, what sign would you look for on the street?
      KUNG SAKALING KAILANGANG GAMITIN NINYO ANG TELEPONO, ANONG PALATANDAAN ANG HAHANAPIN NINYO SA KALYE?

ACTIVITY 1: Discussion (Cont'd)

d. This sign tells us something. What does it say?
MAY SINASABI ANG PALATANDAANG ITO. ANO ANG SINASABI NITO?
Why don't we want people to smoke sometimes?
KUNG MINSAN, BAKIT AYAW NATING MANIGARILYO ANG MGA TAO?
Where have you seen this sign?
SAAN KAYO NAKAKITA NG GANITONG PALATANDAAN?

e. What's this?
ANO ITO?
What does it tell you?
ANO ANG SINASABI NITO SA INYO?
What color lights does it have and what do the colors mean?
ANONG KULAY ANG MGA ILAW NITO AT ANO ANG IBIG SABIHIN NG BAWAT KULAY?

f. What are these rooms called?
ANO ANG TAWAG SA MGA SILID NA ITO?
What do the pictures on the doors tell us?
ANO ANG SINASABI SA ATIN NG MGA LARAWAN SA PINTUAN?
Which would you use if you had to go to the bathroom?
ALING SILID ANG GAGAMITIN NINYO KUNG KAILANGAN NINYONG PUMUNTA SA BANYO?

ACTIVITY 2: Worksheet Activity

Have the children mark the pictures according to these directions:

1. Draw a circle around the signs that tell us to stop.
2. Draw a line under the sign that tells people not to smoke.
3. Put an 'X' on the sign that tells us there is a telephone.
4. Draw a circle around the sign that says this room is for men only.
5. Draw a line under the sign that tells us to watch for trains coming.

ACTIVITY 3: Learning *n͡g*

1. Tell the children that they will learn one more sound--the last one!

2. Show the *n͡g* flashcard and identify the sound. Have the children repeat the sound, making sure that they are saying it correctly.

3. Say:
   "Look, can you see any difference between this sound and the others we've learned?" (The children may notice that there are two letters and an arch over them.) The reason we put this (point to the arch) over them is to remind you that when you see this sound, we don't say *n-g* but *n͡g*."

   MASDAN NINYO, MAY PAGKAKAIBA BA ANG TUNOG NA ITO SA IBANG TUNOG NA NAPAG-ARALAN NA NATIN? (ituro ang arko) ITO AY PALATANDAAN PARA SA INYO NA KAPAG NAKITA NINYO ANG TUNOG NA ITO, HUWAG SASABIHING *n-g*. ANG TAMANG TUNOG AY *ng*.

4. Write *n͡g* and *ng* on the board

   Ask:
   "Are these two the same?" Wait for response, then say: "One is a sound (*n͡g*). What sound is it? The other is a word (*ng*). How can you tell the sound from the word?"

   PAREHO BA ANG DALAWANG ITO? ANG ISA AY TUNOG. ANONG TUNOG ITO? ITO NAMANG ISA AY SALITA. PAANO NATIN ALAM KUNG ALIN ANG TUNOG AT KUNG ALIN ANG SALITA?

5. Proceed following Teaching Sounds directions.

   n͡g words to say orally: *n͡g*ipin, *n͡g*uyâ, *n͡g*usò, *n͡g*itî, *n͡g*alá-*n͡g*alá, *n͡g*ayón

   n͡g words on chart: *n͡g*ipin, *n͡g*a*n͡g*a, *n͡g*itî, *n͡g*uyâ

6. Write this series on the board and ask the children to read the syllables:

   *n͡g*a *n͡g*e *n͡g*i *n͡g*o *n͡g*u

CONCEPT: Interaction UNIT: Communication WEEK: 28 DAY: 3

OBJECTIVES:

The child will be able to:
1. Recall the sound *n͡g*.
2. Add the linker -*n͡g* to words.
3. Read two new vocabulary words: ngipin, pula.
4. Read a story on the board.

VOCABULARY:

Reading Vocabulary:

ngipin - teeth
pula - red

GRAMMATICAL STRUCTURES:

MATERIALS:

AABC: 1. Flashcard, *n͡g* sound
2. Chart, *n͡g* vocabulary
Other: 1. Pictures of red objects.
2. Flashcards with words written on them (See Activity 2).

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: *n͡g*
2. Phonics lesson: the linker -*n͡g*
3. Reading words
4. Reading a story

NOTES AND EXPLANATIONS:

In today's lesson, the children are introduced to quotation marks (panipì).

The -*ng* form of the linker *na*/-*ng* is also presented in conjunction with the sound *n͡g*. Linking is a device used in Tagalog grammar to connect elements or constructions with a special connecting element called a linker. The linker has no meaning except to show a relation between the elements it is connecting. The two forms of the *na*/-*ng* linker are used in modification structures as follows:

a. If the final sound of the element preceding the linker ends in a vowel or *n*, the -*ng* form is used. It is attached to the first element.
   Ex: malaki*ng* bata; mayamang*g* lalaki
b. If the final sound is not a vowel or *n*, the *na* form is used and is written as a separate word. Ex: maliit *na* bata

ACTIVITY 1: Reviewing *n͡g*

1. Present the *n͡g* flashcard and chart. Ask the children to identify the sound and the chart vocabulary words.

2. Remind the children that *n͡g* and *ng* are not the same. The former is a sound, the latter, a word.

3. Do an auditory discrimination exercise. Say some words. If the children hear *n͡g* at the beginning of the word, they call out yes; if not, they call out no.

ngawâ, nawà	nana (pus), ngangà (betel nut)
ngilá, nila	ngongò, nunò
nayon, ngayón	

ACTIVITY 2: Learning the linker -*n͡g*

Note: Have ready index cards with these vocabulary words written on them:

loro, isa, lima, pusa, bola, malaki, mata, itim

Also, write the sound *n͡g* on an index card. Crop the card to make it look like this: *n͡g* It will be added to the end of words.

1. Flash the cards to the children and go over the words with them.

2. Now put *isa* and *pusa* beside each other in the chart pocket. Read the two words.

   Ask:
   "Listen to what I'm going to say and tell me if it sounds right. May isa pusa sa bahay."
   MAKINIG SA SASABIHIN KO AT SABIHIN NINYO SA AKIN KUNG TAMANG PAKINGGAN.
   MAY ISA PUSA SA BAHAY.

   The children may notice that there is a sound missing somewhere although they may not know how to express the idea. Ask them how they would say it. (May isa*ng* pusa sa bahay- a linker is necessary between *isa* and *pusa*.)

Say:
"Right, we say May isa*ng* pusa, not May isa pusa. We need an extra sound, don't we?"
TAMA, SINASABI NATING MAY ISANG PUSA, HINDI MAY ISA PUSA. KAILANGAN NATIN NG ISA PANG TUNOG, HINDI BA?

Put the *n͡g* flashcard right next to *isa* and read the phrase: isang pusa.

Say:
"What sound did we need? We needed the *n͡g* to make this right."
ANONG TUNOG ANG KINAILANGAN NATIN? ANG *N͡G* ANG KAILANGAN UPANG GAWIN ITONG TAMA.

Have the children read the phrase.

3. Put up the words *lima* and *bola* and say:
"Is this right? Nakita ko ang lima bola. (Right construction: lima*ng* bola.) What do we need to make it sound right?"
TAMA BA ITO? NAKITA KO ANG LIMA BOLA. ANO ANG KAILANGAN NATIN UPANG MAGING TAMA ITO?

Put the *n͡g* flashcard next to lima and have the children read the phrase.

4. Do the same for isang mata, malaking mata, lorong itim, etc.

5. Say:
"Sometimes, we can say this. (Put malaki*ng* mata in the chart pocket. Have the children read it.) But we can say this, too, sometimes. (Reverse the word order: mata*ng* malaki).
KUNG MINSAN, MASASABI NATIN ITO. (Ilagay ang malaki*ng* mata sa chart pocket.) PERO MAAARI RIN NATING SABIHIN ITO. (Baligtarin ang pagkakahanay ng mga salita: mata*ng* malaki.)

ACTIVITY 2: Learning the linker - *n͡g* (Cont'd)

6. To summarize, point out the fact that the sound *n͡g* is sometimes added to the end of words. Write other examples on the board:

lolo - lolon͡g
yelo - yelon͡g
puti - putin͡g
mesa - mesan͡g
baka - bakan͡g
pato - paton͡g
kama - kaman͡g
aso - ason͡g

ACTIVITY 3: Reading words

1. Show pictures of red objects and ask the children to identify the color. Write *pula* on the board above or beside the pictures on the chalk ledge and read the word to the children. Have them read it with you.

2. Draw a picture of teeth on the board. Ask what they are and tell them that you are going to write the word on the board. Ask what sound it starts with (*n͡g*). Write *n͡gipin* on the board and have it read.

ACTIVITY 4: Reading a story

1. Write this sentence on the board:

   sabi ni rosa - "n͡gipin ko ito."

   NOTE: Commas have not been introduced. Use a hyphen instead.

2. Read the sentence with the children. Allow them to extend and expand the story orally by describing Rosa's teeth, how she takes care of them--going to the dentist, brushing after every meal, not eating sweets or candy, etc.

3. Say:
   "If we were to give a title to this story, what would it be?"
   KUNG BIBIGYAN NATIN NG PAMAGAT ANG KUWENTONG ITO, ANO KAYA ANG MAGANDANG PAMAGAT?

ACTIVITY 4: Reading a story (Cont'd)

4. Point to the period at the end of the sentence and ask the children what it is (TULDOK). Ask them what they are to do when they see a period at the end of the sentence.

5. Say:
"Look, there are some other marks here (point to the quotation marks). These are called quotation marks--over here and over there (point to opening and closing quotation marks). Quotation marks tell us that somebody is saying something. We put the words that he's saying inside the quotation marks. Who's talking in this story? (Rosa) What did she say? (Ngipin ko ito) Where are those words? They're inside the quotation marks; that means that these are the words that Rosa said. What do you call these marks? What do they mean?"

MASDAN NINYO, MAY IBANG MGA MARKA DITO (ituro ang mga panipì). ANG TAWAG DITO AY PANIPÌ, DITO AT DITO (ituro ang pang-una at panghuling panipì). ANG MGA PANIPÌ AY NAGSASABI SA ATIN NA MAY SINASABI ANG ISANG TAO SA KUWENTO. ANG MGA SALITA NIYA AY INILALAGAY NATIN SA LOOB NG MGA PANIPI. SA KUWENTONG ITO, SINO ANG NAGSASALITA? (si Rosa) ANO ANG SINABI NIYA? (Ngipin ko ito) SAAN NAROROON ANG MGA SALITANG IYON? SA LOOB NG PANIPÌ-- ITO ANG MGA SALITA NI ROSA. ANO ANG TAWAG SA MGA ITO? ANO ANG IBIG NILANG SABIHIN?

CONCEPT: Interaction UNIT: Communication WEEK: 28 DAY: 4

OBJECTIVES:

The child will be able to:
1. Recall the linker - *n͠g* and the reading words from Day 3.
2. Read a long story.

MATERIALS:

AABC: 1. Student Reading Worksheet G, (Student Workbook, page 39-40)
Others: 1. Flashcards used in Day 3's lesson.

VOCABULARY:

Reading Vocabulary:

pula - red

SUMMARY OF THE DAY'S ACTIVITIES:

1. Review: The linker - *n͠g* and reading words
2. Worksheet: Reading a long story

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Reviewing the linker - *n͡g* and the reading words

1. Go over the same procedures suggested in Activity 2, Day 3 to review the linker - *n͡g*.

2. Write *pula* on the board and have it identified.

ACTIVITY 2: Worksheet

1. Have the children open their workbooks to page 39. Ask them to find the title. Have them read the title together.

   Ask:
   "What is this story going to be about? How do you know?"
   TUNGKOL SA ANO ANG KUWENTONG ITO? PAANO NINYO ALAM?

2. Say:
   "The new word we just read on the board is in this story. Can you find it?"
   ANG SALITANG BINASA NATIN SA PISARA AY NASA KUWENTONG ITO. HANAPIN NGA NINYO ANG SALITANG IYON.

   Have the children locate the word and read it.

3. Say:
   "There are periods in this story. Can you find some? What does a period tell us to do?"
   MAYROONG TULDOK SA KUWENTONG ITO. MAHAHANAP BA NINYO ANG MGA TULDOK? ANO ANG IBIG SABIHIN NG MGA TULDOK?

   Ask the children to point to the periods.

4. Say:
   "There are quotation marks in this story. Find the quotation marks. What do they tell us?"
   MAY MGA PANIPI SA KUWENTONG ITO. HANAPIN NGA NINYO ANG MGA PANIPI? ANO ANG SINASABI SA ATIN NG MGA PANIPI?
   Have them find several quotation marks.

ACTIVITY 2: Worksheet (Cont'd)

5. Read the story.

6. Ask these questions and have the children do these tasks:

    a. How many balls did Tito have?
    ILAN ANG BOLA NI TITO?
    Find the words that tell us that.
    HANAPIN ANG SALITANG NAGSASABI SA ATIN KUNG ILAN ANG BOLA NI TITO.

    b. What color was the ball?
    ANONG KULAY ANG BOLA?
    Find the words that tell us that.
    HANAPIN ANG MGA SALITANG NAGSASABI SA ATIN KUNG ANONG KULAY ANG BOLA.

    c. What did Nina say to Tito?
    ANO ANG SINABI NI NINA KAY TITO?
    Find the words that tell us that.
    HANAPIN ANG MGA SALITANG SINABI NI NINA.
    How do you know she said those words?
    PAANO NINYO ALAM NA IYON ANG SINABI NIYA?

    d. What did Tito answer?
    ANO ANG SAGOT NI TITO?
    Find the words that Tito said.
    HANAPIN ANG MGA SALITANG SINABI NI TITO.
    How do you know he said those words?
    PAANO NINYO ALAM NA IYON ANG SINABI NIYA?

CONCEPT: Interaction UNIT: Communication WEEK: 28 DAY: 5

OBJECTIVES:

The child will be able to:

1. Write the letter *n͡g* by tracing and copying models on a worksheet.

MATERIALS:

AABC:
1. Student Writing Worksheet, *n͡g* (Student Workbook, page
2. Student Worksheet, *y* & *n͡g* vocabulary, (Student Workbook, page 42)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

1. Worksheets: Writing *n͡g*
   Finding *y* and *n͡g*

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

ACTIVITY 1: Worksheets

1. *Directions:* (Follow Writing directions)

2. *Directions:* Say the word. Find the sound that it starts with in one of the little boxes. Color that box red.

CONCEPT: Interaction UNIT: Communication WEEK: 29 DAY: 1

OBJECTIVES:

The child will be able to:

1. Share his ideas in a discussion.
2. Learn phrases in different languages.
3. Sing folk songs from different countries.

MATERIALS:

AABC:
1. Song, "Los Patitos (The Little Ducks--Spanish)" (page 216)
2. Song, "Yiuh Laahm Kuk (Lullaby--Chinese)" (page 217)
3. Song, "Hato (The Pigeon--Japanese)" (page 218)

Other:
1. (Optional) Foreign language records.

VOCABULARY:

bansa	- country
dayuhan	- immigrant
mapa	- map
mundo, daigdig	- world
wika	- language

SUMMARY OF THE DAY'S ACTIVITIES:

1. Background discussion: Different Languages
2. Songs: Folk songs from other countries
3. Summary

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Language Development Topic: Different groups of people around the world speak different languages.

ACTIVITY 1: Background discussion

1. Review the topics taken up in last week's lesson (Day 1) on language: that we make sounds that are meaningful because we speak a language, and that a language is composed of sounds and words that everybody understands. Discuss the fact that in the Philippines, people speak Pilipino, and in the United States, people speak English. That is why children in schools here (including immigrant children) have to learn English so they can understand their teachers and other people around them.

2. Show a map of the world. Point to the Philippines. Trace the path of the voyage the children and/or their parents may have taken to come to the United States. Inform them that other people besides Filipinos have come to this country.

3. Point to China and tell the children that since a long time ago, Chinese people have also been coming to the United States. Ask if they know what language they speak.

   Point to Japan and other countries, including West African countries (the place of origin of Black Americans).

4. Say:
   "People in these countries speak different languages. What do people speak in the Philippines/China/Japan/the United States/Mexico?"
   ANG MGA TAO SA MGA BANSANG ITO AY NAGSASALITA NG IBA'T-IBANG WIKA. ANO ANG WIKA SA PILIPINAS/TSINA/HAPON/SA ESTADOS UNIDOS/MEHIKO?

5. Ask:
   "I'm going to say some words. See if you can understand what I'm saying. *Ohayo gozaimas* (Japanese for good morning). Did you understand me? Those are Japanese words. If you were born in Japan and grew up there, you would know that those words mean good morning. Let's say them together."

   MAY SASABIHIN AKONG MGA SALITA. TINGNAN NATIN KUNG MAIINTINDIHAN NINYO AKO. *OHAYO GOZAIMAS* (Magandang umaga sa Hapon). NAINTINDIHAN BA NINYO AKO? MGA SALITANG HAPON IYON. KUNG KAYO AY IPINANGANAK SA HAPON AT LUMAKI ROON, MALALAMAN NINYO ANG IBIG SABIHIN NG OHAYO GOZAIMAS--SA PILIPINO, MAGANDANG UMAGA. SABIHIN NATING SABAY-SABAY.

ACTIVITY 1: Background discussion (Cont'd)

Say the words with the children.

Say phrases in other languages, such as the ones suggested below for the greeting "good morning."

Guten tag.	(German)
Bonjour.	(French)
Buenos dias.	(Spanish)
Jō sahn.	(Chinese)

6. Optional activity: Play portions of foreign language records to the children, to expose them to different sounds of other languages.

7. Say:
"It's fun to learn different language. Let's see if we can learn some songs in different languages today."
MAINAM MAG-ARAL NA MAGSALITA NG IBA'T-IBANG WIKA. UMAWIT TAYO SA IBA'T-IBANG WIKA NGAYON.

ACTIVITY 2: Songs

Teach the following folk songs to the children, or use those that are available from your school library or music center.

1. Los Patitos (The Little Ducks--Spanish)
2. Yìuh Làahm Kúk (Lullaby--Chinese)
3. Hato (The Pigeon--Japanese)

ACTIVITY 3: Summarizing the lesson

In summary, point out the following points:

1. Different groups of people around the world speak different languages.
2. Language is an important tool of communication; without language, it would be hard to understand other people.

ACTIVITY 3: Summarizing the lesson (Cont'd)

3. People who came to the United States speaking other languages had to learn English because it is the language spoken in this country.
4. There are a lot of advantages in speaking more than one language (i.e., being bilingual); when discussing this point, it is suggested that the teacher encourage the children to continue speaking Pilipino and at the same time learn English well. It might be pointed out that other children in the United States grow up speaking only one language, but speaking another one is a talent that should be considered special.

CONCEPT: Interaction UNIT: Communication WEEK: 29 DAY: 2-5

OBJECTIVES:

The child will be able to:
1. Use a reader.
2. Read selections in a reader.

MATERIALS:

AABC:
1. Reader, "Bumasa Tayo" (Day 2-4)
2. Student Worksheet, "Matching (Day 2), (Student Workbook, page 43)
3. Student Worksheet, "Fill the Blanks" (Day 4) (Student Workbook, page 44)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

From Day 2 to Day 4, the children will be using a reader. The lessons for Day 2 to Day 5 are written as one unit and follow a slightly different format.

DAY 2:

PREPARATION FOR THE READER:

1. Tell the children that they are going to get a book. Discuss briefly the use of books, what they contain and why they are important. Pass out the readers to the children. Call their attention to the front cover and the title of the book (Bumasa Tayo). Discuss the picture on the cover: what the children are doing. Pass your hand under the title and read the title to the children.

2. Talk about the proper handling of books: how they should be held, how to turn the pages, etc. Establish rules for using the book.

3. Turn to the title page and have the children identify the title of the book.

4. Turn to page 1. Ask the children to identify the girl in the picture (Nina).

   Say:
   "She's telling us something. She says. . . (read the words)."
   MAY SINASABI SI NINA. ANG SABI NIYA. . . (basahin ang mga salita).

5. Go over all the sounds from page 2 to page 11. Have the children call out the sound and identify the key picture. Model the phrase "_________ay sa ___________." Ask the children to read the word/words in the box. These are the words that have been presented from the Needs units to the present.

6. Have the children identify the boy in the picture on page 12. (Luis). Read the words to the children.

   Say:
   "In a book, there are some words you may not know. How are we going to read them by ourselves?"
   SA MGA LIBRO, MAY MGA SALITANG HINDI NATIN ALAM BASAHIN. PAANO NATIN BABASAHING MAG-ISA ANG MGA BAGONG SALITANG ITO?

Have the children turn to page 13.

How can we read words we don't know or have not seen before? Look carefully. Our book tells us how to do it.

First, we can look at pictures. Look at the first picture. What picture do you see? What is the word below it?

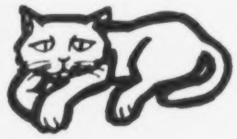
PAANO NATIN BABASAHIN ANG MGA SALITANG HINDI NATIN ALAM? PAGMASDANG MABUTI. SINASABI SA ATIN NG ATING LIBRO KUNG PAANO GAGAWIN ITO.

UNA MUNA, MAAARI NATING TINGNAN ANG MGA LARAWAN. TINGNAN ANG UNANG LARAWAN. ANO ITO? ANO ANG SALITANG NASA ILALIM NG LARAWAN?

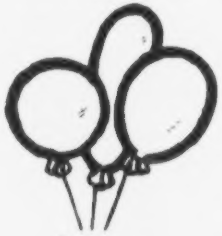
Ask them to look at the other pictures and the words below.

pagbabasa ng mga bagon͡g salita

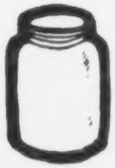
1. tingnan ang larawan.



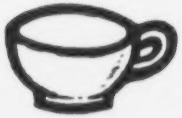
pusa



lobo



bote



tasa

Turn to page 14.

How else can we read new words? We can look at the sounds and say them. Read the first word. (aso)

PAANO PA NATIN MABABASA ANG MGA BAGONG SALITANG HINDI NATIN ALAM? MAAARI NATING TINGNAN ANG MGA TUNOG AT BIGKASIN ANG MGA ITO. BASAHIN ANG UNANG SALITA SA ITAAS. (aso)

Remind the children that they already know that word. Tell them that the words below *aso* are similar, except for the addition of another sound. Ask them to identify the two rhyming words by sounding them out.

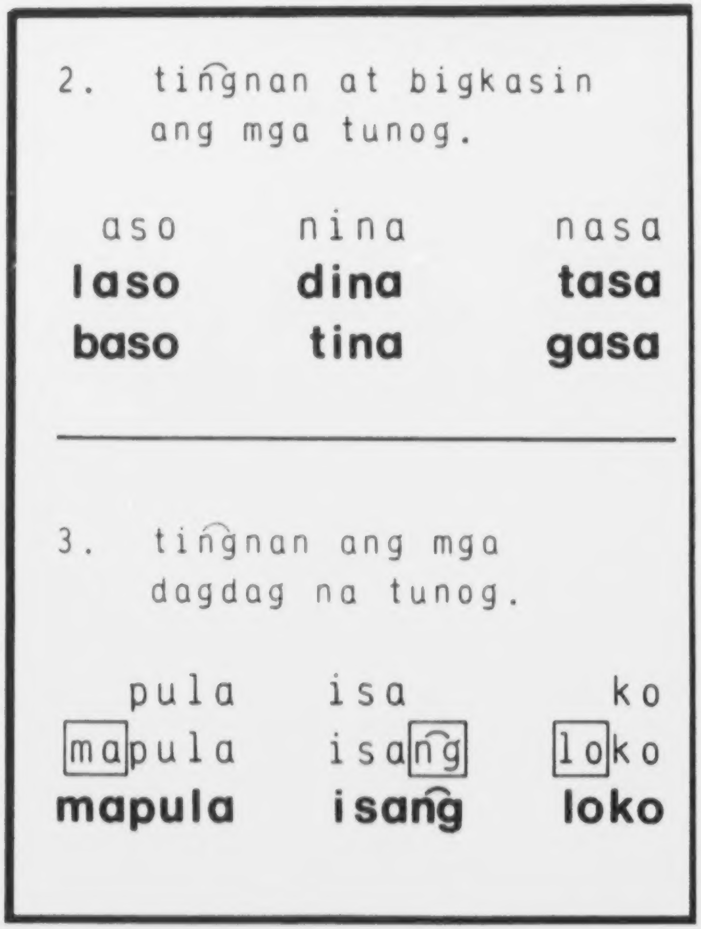
Do the same for the other two examples.

Another way we might read new words is to look at the sounds that are added to the beginning or end of the words.

MAAARI RIN NATING BASAHIN ANG MGA BAGONG SALITA KUNG TITINGNAN NATIN ANG MGA DAGDAG NA TUNOG SA UNAHAN O SA HULIHAN NG MGA SALITA.

Have them read the first word (pula) which should be familiar to them. Call their attention to the sounds in the box. (ma) Ask them what the new word is.

Do the same for the other two examples.



2. tin͡gnan at bigkasin
ang mga tunog.

aso	nina	nasa
laso	**dina**	**tasa**
baso	**tina**	**gasa**

3. tin͡gnan ang mga
dagdag na tunog.

pula	isa	ko
mapula	isan͡g	loko
mapula	**isan͡g**	**loko**

SUMMARY:

1. Inform the children that in the book, all the new words are printed in boldface.
2. Go over the rules for reading new words again, and if possible, provide other examples on the board.
3. Announce that tomorrow, they will be reading the first story.
4. Do Worksheet, "Matching."

DAY 3:

PREPARATION:

1. Ask the children to recall moments when they couldn't find things like toys or articles of clothing. How did they feel? Where did they look? Did someone help them? When did they find the objects? How did they feel when they found the objects?

2. Say:
   "The title of our story today is 'Nasaan ang Aso?'" (Where is the dog?)
   ANG PAMAGAT NG KUWENTO NATIN NGAYON AY "NASAAN ANG ASO?"

   Write the title on the board. Have the children read the title.

   Ask:
   "What do you think happened to the dog? Who do you think will look for him? Where do you think they'll find him?"
   ANO KAYA ANG NANGYARI SA ASO? SINO ANG HAHANAP SA KANIYA? SAAN NILA MAKIKITA ANG ASO?

3. Ask if there is anything in the title that they have not seen before. (question mark) Identify the mark: PANANONG.

   Say:
   "We find this mark at the end of a question to let us know that somebody is asking a question. What is the title asking us?"
   NAKIKITA NATIN ANG MARKANG ITO SA HULIHAN NG ISANG TANONG. ITO AY NAGSASABI NA MAYROONG NAGTATANONG. ANO ANG ITINATANONG SA ATIN NG PAMAGAT?

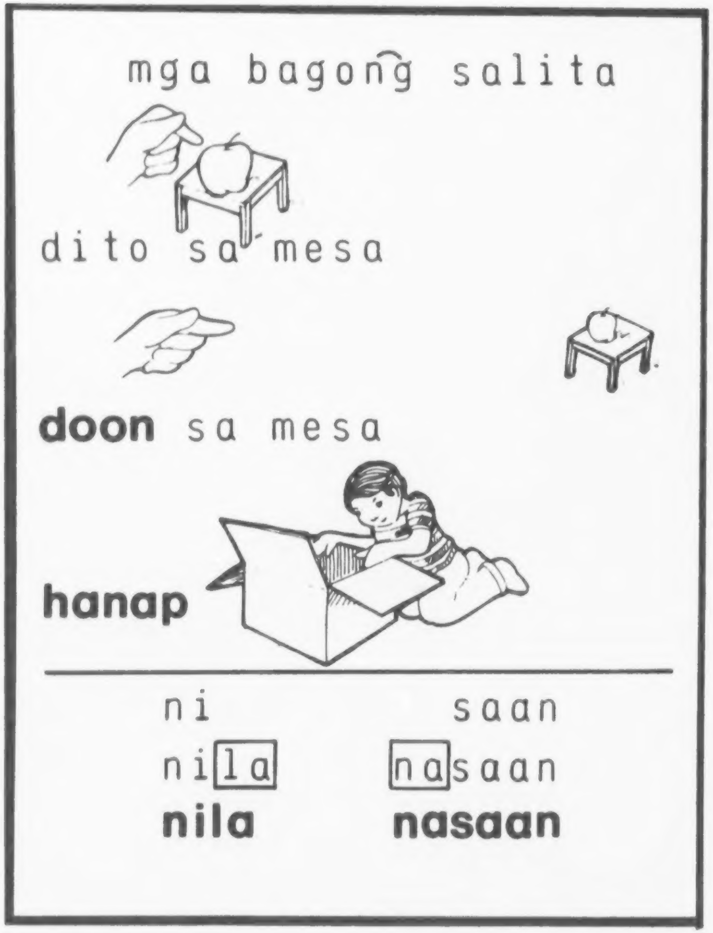
READING THE STORY:

Open books to page 15.

Ask the children to identify the girl in the picture. Read the words for them. Ask the children if they are ready to read.

On page , call their attention to the new words that are printed in boldface. These are the new vocabulary words in the story.

Help them identify the words using the methods discussed in Day 2's lesson.



mga bagong salita

dito sa mesa

doon sa mesa

hanap

ni	saan
nila	nasaan
nila	**nasaan**

Turn to page 17.

Locate the title.
HANAPIN ANG PAMAGAT.

What is this story going to be about?
TUNGKOL SA ANO ANG KUWENTONG ITO?

What do we find at the end of the title?
ANO ANG NASA HULIHAN NG PAMAGAT?

What is a question mark for?
ANO ANG IBIG SABIHIN NG TANDANG PANANONG?

Can you find other question marks?
HANAPIN ANG IBANG MGA TANDANG PANANONG SA KUWENTONG ITO.

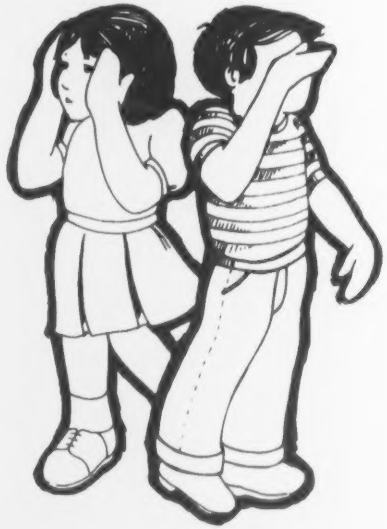
Find some periods.
MAGHANAP NG MGA TULDOK.

What do we do when we see a period at the end of a sentence?
ANO ANG GAGAWIN NATIN PAG NAKAKITA TAYO NG TULDOK SA HULIHAN NG PANGUNGUSAP?

The new words we just learned are in the boxes. Locate them. Can you read them?
ANG MGA BAGONG SALITANG PINAG-ARALAN NATIN AY NASA KAHON. HANAPIN ANG BAGONG SALITA. MABABASA BA NINYO ANG MGA SALITA?

Have the children read the first page in unison, pausing when they get to the periods. After they read the page, ask

nasaan ang aso?



eto si nina.
eto si tito.
nasaan ang aso nila?

these questions:

What are the children's names?
ANO ANG MGA PANGALAN NG MGA BATA?

What are they looking for?
ANO ANG HINAHANAP NILA?

What is the word in the box?
ANO ANG SALITANG NASA KAHON?

Turn to page 18.

What is the first word on this page?
ANO ANG UNANG SALITA SA PAHINANG ITO?

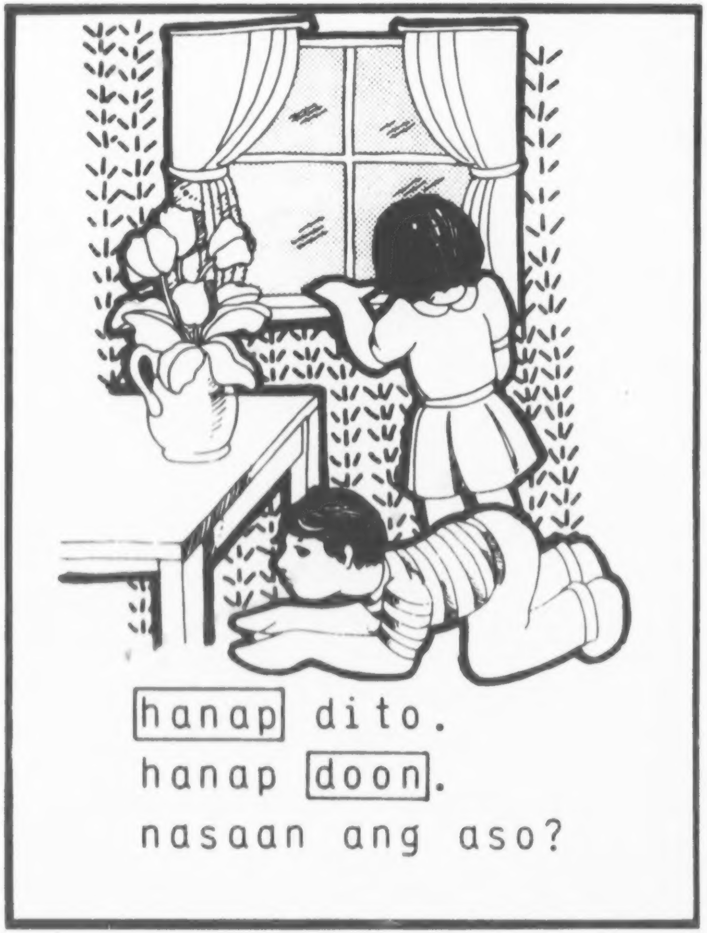
Let's read the page together.
BASAHIN NATING SABAY-SABAY ANG PAHINANG ITO.

After they read the page, ask these questions:

What are the children doing?
ANO ANG GINAGAWA NG MGA BATA?

Where could the dog be?
NASAAN KAYA ANG ASO?

There is a question on this page. Can you find it? Read the question. What is the mark at the end of the question?
MAY TANONG SA PAHINANG ITO. HANAPIN ANG TANONG. BASAHIN ANG TANONG. ANO ANG TAWAG SA MARKANG NASA HULIHAN NG TANONG?



hanap dito.
hanap doon.
nasaan ang aso?

Turn to page 19.

Let's read this page together.
BASAHIN NATING SABAY-SABAY ANG PAHINANG ITO.

After they read the page, ask these questions:

Where did Tito look for the dog?
SAAN HINANAP NI TITO ANG ASO?

Where did Nina look for the dog?
SAAN HINANAP NI NINA ANG ASO?

Was the dog on the bed/on the grass?
NASA KAMA/NASA DAMO BA ANG ASO?

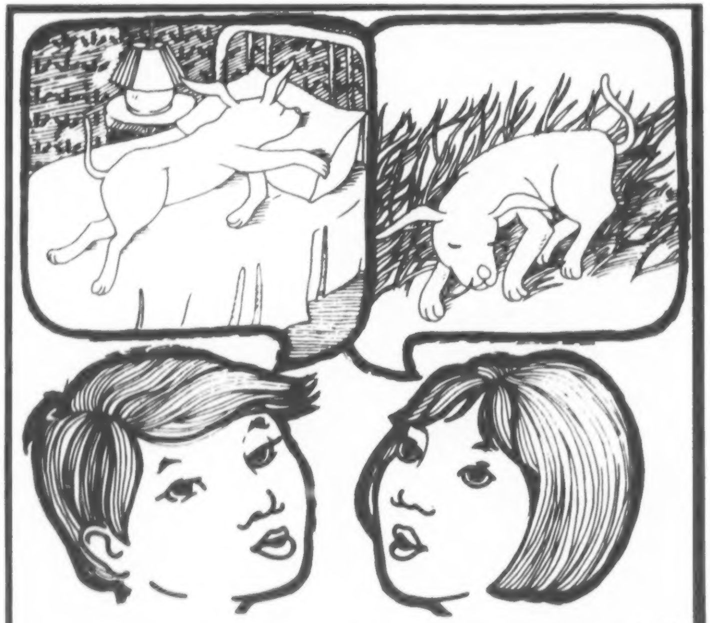
If you couldn't find your dog, where would you look?
KUNG HINDI NINYO MAKITA ANG INYONG ASO, SAAN NINYO HAHANAPIN ITO?

What do you call these marks? (point to quotation marks)
ANO ANG TAWAG SA MGA MARKANG ITO? (panipi)

What do they tell us?
ANO ANG KANILANG SINASABI?

Who's talking in this story?
SINO ANG NAGSASALITA SA KUWENTONG ITO?

Find the words that Tito said/that Nina said.
HANAPIN ANG MGA SALITANG SINABI NI TITO/SINABI NI NINA.



"nasa kama ba ang aso?"
sabi ni tito.
"nasa damo ba ang aso?"
sabi ni nina.

Questions (Cont'd)

How do you know they said those words?
PAANO NINYO ALAM NA SINABI NILA ANG MGA SALITANG IYON?

Turn to page 20.

Find the word *hanap*.
HANAPIN ANG SALITANG *HANAP*.

Find the word *doon*.
HANAPIN ANG SALITANG *DOON*.

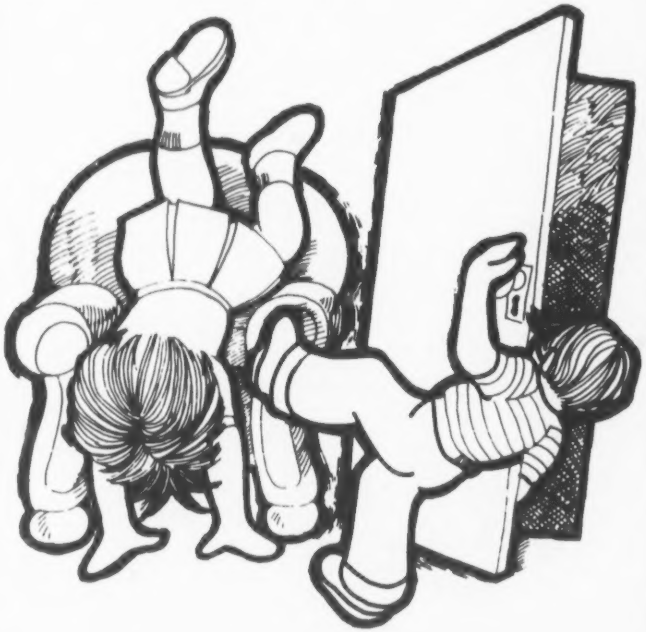
Let's read this page together.
BASAHIN NATING SABAY-SABAY ANG PAHINANG ITO.

After they read the page, ask these questions:

Did they find the dog?
NAKITA BA NILA ANG ASO?

Where do you think it is?
NASAAN KAYA ANG ASO?

Let's turn the page to find out.
TINGNAN ANG SUSUNOD NA PAHINA PARA MALAMAN NATIN.



hanap dito.
hanap doon.
nasaan ang aso?

Turn to page 21.

Let's read this page together.
BASAHIN NATING SABAY-SABAY ANG PAHINANG ITO.

After they read the page, ask these questions:

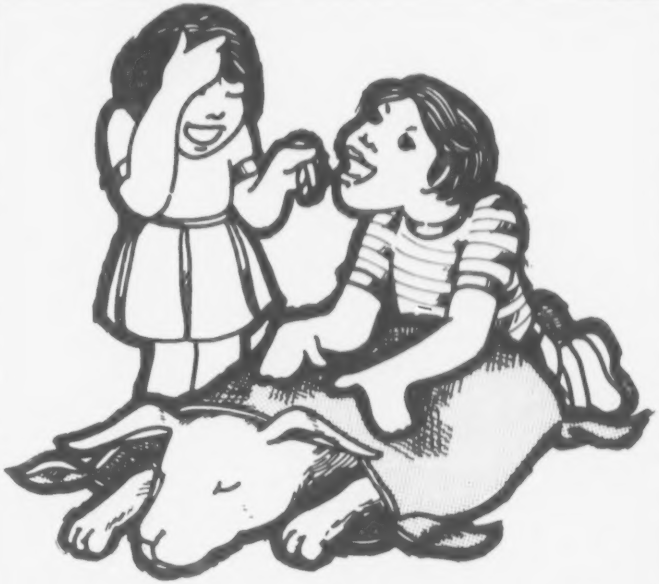
Where did they find the dog?
SAAN NILA NAKITA ANG ASO?

What was the dog doing in the sack?
ANO ANG GINAGAWA NG ASO SA SAKO?

Were Nina and Tito happy to find the dog?
NALIGAYAHAN BA SINA NINA AT TITO NANG MAKITA NILA ANG ASO?

What do you call these marks?
(quotation marks)
ANO ANG TAWAG SA MGA MARKANG ITO?
(panipì)

Find the words that Tito said/ that Nina said.
HANAPIN ANG MGA SALITANG SINABI NI TITO/SINABI NI NINA.



"eto ang aso" - sabi ni tito.

"dito sa sako" - sabi ni nina.

SUMMARY:

1. Ask the children to turn back to page 17. Have each child read aloud a line or several lines from the story, reminding him/her to pause when he/she gets to a period.
2. Go over the new words again.

DAY 4:

REVIEW ACTIVITIES:

1. Recall the events in the story.
2. Write the new vocabulary words on the board and go over them with the children. Use them in sentences.
3. Distribute the readers. Open to page
4. Tell the children that you will be asking them to read aloud in front of the group. Go over some rules for oral reading.
    a. Read loud so others can hear you.
    b. Read slowly so you will be understood.
    c. When somebody is reading aloud, read the story with him/her silently with your eyes.
5. Call on each child to have a turn reading one or two pages aloud to the other children.
6. Ask about punctuation marks.
7. Do Worksheet.

DAY 5:

FOLLOW-UP ACTIVITIES:

One or more of the following suggested activities may be done as a follow-up to the reading lesson:

1. Ask the children to pretend that they are looking for their pet. They are to make a picture of themselves looking for the animal. They may write the title "Nasaan ang (*name of animal*)" under the picture, and share the picture with the group later on.
2. Dramatize the story "Nasaan ang Aso?" They may use the names Tito and Nina or their own names. The places where they would look for the dog may be changed, too, like under the table, under the chair, behind the tree, etc.
3. Find a story about a lost pet or a lost animal and read it to the children. If it is written in English, provide a Pilipino translation.
4. Play a game that requires looking for hidden objects (e.g., treasure hunt).

CONCEPT: Interaction UNIT: Communication WEEK: 30 DAY: 1

OBJECTIVES:

The child will be able to:
1. Follow a story sequence in a picture worksheet.
2. Share his ideas in a discussion.

MATERIALS:

AABC: 1. Student Worksheet, "The Media" (Student Workbook, page 45)

Others: 1. Samples of magazines and newspapers.
2. A radio and classroom T.V. set (if available).

VOCABULARY:

impormasyon	- information
magasin	- magazine
pahayagan, diyaryo, peryodiko	- newpaper
radyo	- radio
telebisyon	- television
ulat, report	- report

SUMMARY OF THE DAY'S ACTIVITIES:

1. Background Discussion
2. Story with worksheet: "The Media"
3. Discussion: Sources of information
4. Worksheet activity

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

Oral Langauge Development Topic: The media is a basic means of communication and a source of information.

ACTIVITY 1: Background

1. Display newspapers and magazines in the room. Also, display a radio and a television set, if available.

2. Point to the newspapers and magazines and ask the children to identify them. Talk about the newspapers and magazines they may have at home--who reads them, what they are like, etc.

3. Point to the radio and the television set and talk about the children's experiences with the two media. Discuss the programs they listen to and/or watch. Point out that radio is a sound medium and T.V. is a visual medium.

4. Say:
"Today, we have a story about a girl named Myrna who finds out a lot of things about newspapers, magazines, radio and television."

NGAYON, MAY KUWENTO TAYO TUNGKOL KAY MYRNA. MAY MATUTUTUHAN SIYA TUNGKOL SA RADYO AT TELEBISYON, AT TUNGKOL SA MGA PAHAYAGAN AT MAGASIN.

ACTIVITY 2: Story

1. Have the children open their workbooks to page 45. Allow them to study the pictures.

2. Say:
"Now, listen to the story as you look at the pictures."
MAKINIG SA KUWENTO HABANG TINITINGNAN ANG MGA LARAWAN.

   a. Look at the first picture. One day, Myrna came home and told her mother about an assignment she had in school. She had to make a report. (Ask the children if they know what a report is. Explain if they don't. Add that when they get older, they will be writing reports, too.) Myrna needs to know a lot of things. Where is she going to get them? Her mother said, "Just look around you, there's a lot of things in the house that can give you all you want to know."

ACTIVITY 2: Story (Cont'd)

TINGNAN ANG UNANG LARAWAN. ISANG ARAW, NANG UMUWI SI MYRNA, SINABI NIYA SA KANIYANG NANAY NA KAILANGAN NIYANG SUMULAT NG ISANG ULAT (REPORT) PARA SA KANIYANG KLASE SA PAARALAN. (Itanong sa mga bata kung alam nila ang ibig sabihin ng report. Ipaliwanag sa kanila kung hindi nila alam. Sabihin din na paglaki nila, susulat din sila ng mga report sa paaralan.) KAILANGANG MAG-ARAL SI MYRNA TUNGKOL SA MARAMING BAGAY PARA SA ULAT NA ITO. SAAN NIYA MATATAGPUAN ANG MGA BAGAY NA ITO? ANG SABI NG NANAY NIYA, "TUMINGIN KA SA IYONG PALIGID, MARAMING BAGAY DITO SA LOOB NG BAHAY ANG MAKAKAPAGBIGAY SA IYO NG MGA BAGAY NA GUSTO MONG MALAMAN."

b. Look at the second picture. Mother told Myrna: "Did you know that newspapers tell us a lot of things? We can learn a lot from reading the newspapers."

TINGNAN ANG PANGALAWANG LARAWAN. ANG SABI NG NANAY KAY MYRNA: ALAM MO BA NA MARAMING SINASABI SA ATIN ANG PAHAYAGAN? MARAMI TAYONG MATUTUTUHAN SA PAGBABASA NG PERYODIKO.

c. Look at the third picture. Magazines, too, give us a lot of facts about what we want to know. Magazines have pictures we can look at.

TINGNAN ANG PANGATLONG LARAWAN. ANG MGA MAGASIN AY MARAMI RING SINASABI SA ATIN TUNGKOL SA MARAMING BAGAY NA GUSTO NATING MALAMAN. MAY MGA LARAWAN ANG MGA MAGASIN NA MAAARI NATING PAGMASDAN.

d. Look at the next row of pictures. Look at the first one. If you listen to the radio, you might learn some new things. Besides music, we also listen to the news or find out what the weather is like.

TINGNAN ANG SUSUNOD NA HANAY. TINGNAN ANG UNANG LARAWAN. KUNG MAKIKINIG KA SA RADYO, BAKA MAY MATUTUHAN KA RIN TUNGKOL SA IBAT'T-IBANG BAGAY. BUKOD SA MGA TUGTUGIN AT AWIT, MAAARI RIN NATING PAKINGGAN ANG BALITA AT MGA BAGAY TUNGKOL SA PANAHON.

e. Look at the next picture. Television also gives us a lot of facts. If you watch certain programs, you can learn a lot about animals, about famous people, about different places, about anything.

ACTIVITY 2: Story (Cont'd)

TINGNAN ANG SUSUNOD NA LARAWAN. ANG TELEBISYON AY MAKAKAPAGSABI RIN SA ATIN NG MARAMING BAGAY. MAY ILANG MGA PROGRAMANG MAKAKAPAGTURO SA ATIN TUNGKOL SA MGA HAYOP, TUNGKOL SA MGA KILALANG TAO, TUNGKOL SA IBA'T-IBANG LUGAR, TUNGKOL SA KAHIT NA ANONG BAGAY.

f. Look at the last picture. "Thank you, Mother," said Myrna. "Now I can start writing my report. I sure got a lot of information from the newspapers, magazines and from radio and television."

TINGNAN ANG HULING LARAWAN. "SALAMAT, MAMÁ," ANG SABI NI MYRNA. " NGAYON, MAAARI KO NANG ISULAT ANG AKING ULAT. MARAMI AKONG NATUTUHAN SA MGA PAHAYAGAN AT MAGASIN, AT SA RADYO AT TELEBISYON."

ACTIVITY 3: Discussion

1. Ask the following questions to stimulate discussion:

   a. What did Myrna have to do?
      ANO ANG KAILANGANG GAWIN NI MYRNA?
   b. What is a report?
      ANO ANG ULAT (REPORT)?
   c. Who helped her?
      SINO ANG TUMULONG SA KANIYA?
   d. How did she get the facts for her report?
      SAAN SIYA NAKAKUHA NG MGA BAGAY PARA SA KANIYANG ULAT?
   e. Do you think she wrote a good report?
      SA PALAGAY NINYO, MAGALING KAYA ANG ULAT NA ISINULAT NIYA?

2. In discussing the media, bring out the following points:

   a. The media are a source of information.
   b. Today, there are a lot of things that people have to know; not all of this information can be acquired from school or the classroom; the media supply this information, such as news, weather reports, etc.

ACTIVITY 3: Discussion (Cont'd)

3. Show different kinds of magazines and ask the children to identify the special kinds of information each one provides.
   Example:
   House and Garden - home decorating; Photography Magazine - cameras, photos, etc.

4. Recall some informative and educational T.V. shows that the children might have watched or still watch, such as "Sesame Street." If any of these educational programs are being shown during class time, watch it with the children.

5. Talk about what might happen if we did not have the media.

ACTIVITY 4: Worksheet activity

On the worksheet, ask the children to draw circles around the things that provided Myrna with information for her report. Ask them to name all the media.

CONCEPT: Interaction UNIT: Communication WEEK: 30 DAY 2-5

OBJECTIVES:

The child will be able to:
1. Use a reader.
2. Read selections in a reader.

MATERIALS:

AABC:
1. Reader, "Bumasa Tayo" (Day 2-4)
2. Student Worksheet, "What does he/she want?" (Day 3) (Student Workbook, page 46)
3. Student Worksheet, "Make a picture" (Student Workbook, page 47) (Day 5)

VOCABULARY:

SUMMARY OF THE DAY'S ACTIVITIES:

GRAMMATICAL STRUCTURES:

NOTES AND EXPLANATIONS:

In these lessons, the children are introduced to commmas (kuwit) and rhyming words (mga salitang magkatugma) in poems.

DAY 2:

PREPARATION:

1. Talk about what the children want: to have, to eat, to do, to get, etc. Why do they want these things? How are they going to get them? What things do they want for Christmas, for their birthdays, during cold or hot weather, during vacation, etc.? How do they feel when they don't get what they want? How do they feel when they *do* get what they want?

2. Say:
"Our story today is about what Rosa, Kim, Luis and Ben want. The title is 'Ano ang gusto mo?'"
ANG KUWENTO NATIN NGAYON AY TUNGKOL SA MGA GUSTO NINA ROSA, KIM, LUIS AT BEN. ANG PAMAGAT NG KUWENTO AY "ANO ANG GUSTO MO?"

   Write the title on the board. Ask what they think the different children might want to have and why.

3. Point to the question mark and have the children tell you what it is and its function.

4. Write this series on the board: si ben, si luis, si kim.

   Say:
"Today, we are going to learn about a new mark. Can you find it for me?"
NGAYON, PAG-AARALAN NATIN ANG ISANG BAGONG MARKA. HANAPIN NGA NINYO ITO SA PISARA.

   The children may be able to point out the comma in the series.

   Say:
"This mark is called a comma and it tells us to stop just a little bit before reading the next word. So when you're reading some words and you come to a comma, what are you going to do? What is this mark called?"

   ANG TAWAG SA MARKANG ITO AY KUWIT. SINASABI SA ATIN NG KUWIT NA HUMINTO NANG KAUNTI BAGO BASAHIN ANG SUSUNOD NA SALITA. KUNG MAY BINABASA KAYONG MGA SALITA AT NAKAKITA KAYO NG KUWIT, ANO ANG GAGAWIN NINYO? ANO ANG TAWAG SA MARKANG ITO?

PREPARATION (Cont'd)

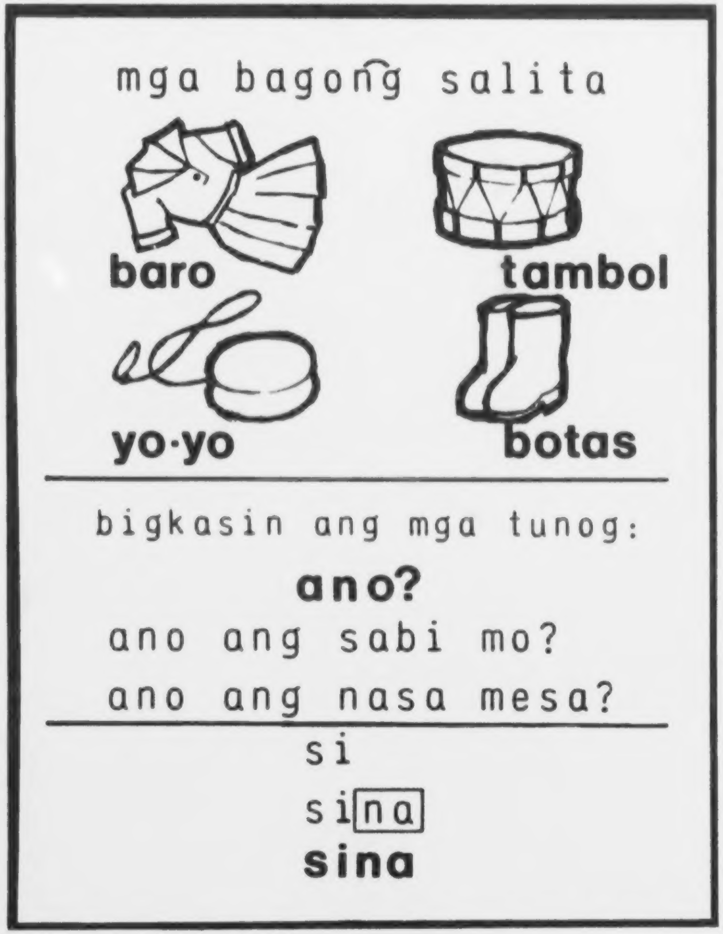
5. Read the phrase on the board to show the children how to pause when they get to a comma in a sentence. Let the children read the phrase. Ask if they remember any other mark that tells them to stop and pause. (period) Distinguish a period from a comma: a period marks the end of a sentence, a comma does not. Periods require longer pauses than commas.

READING THE STORY:

Open books to page 22.

Call the children's attention to the new words printed in boldface. Recall the three ways they can unlock new vocabulary and help them identify the words.

Note: In the first section, picture cues are used. In the second, the children are to sound out the word and read the sentences below using the word. In the third, they are to combine two syllables to make a new word.



mga bagong salita

baro **tambol**

yo-yo **botas**

bigkasin ang mga tunog:

ano?

ano ang sabi mo?

ano ang nasa mesa?

si

si$\boxed{\text{na}}$

sina

Turn to page 23.

Locate the title.
HANAPIN ANG PAMAGAT.

What is this story going to be about?
TUNGKOL SA ANO ANG KUWENTONG ITO?

Where is the question mark?
NASAAN ANG PANANONG?

What does it tell you?
ANO ANG SINASABI NG PANANONG?

Find some periods.
HUMANAP NG MGA TULDOK.

Find some commas.
HUMANAP NG MGA KUWIT.

Tell us what commas are for.
PARA SA ANO ANG MGA KUWIT?

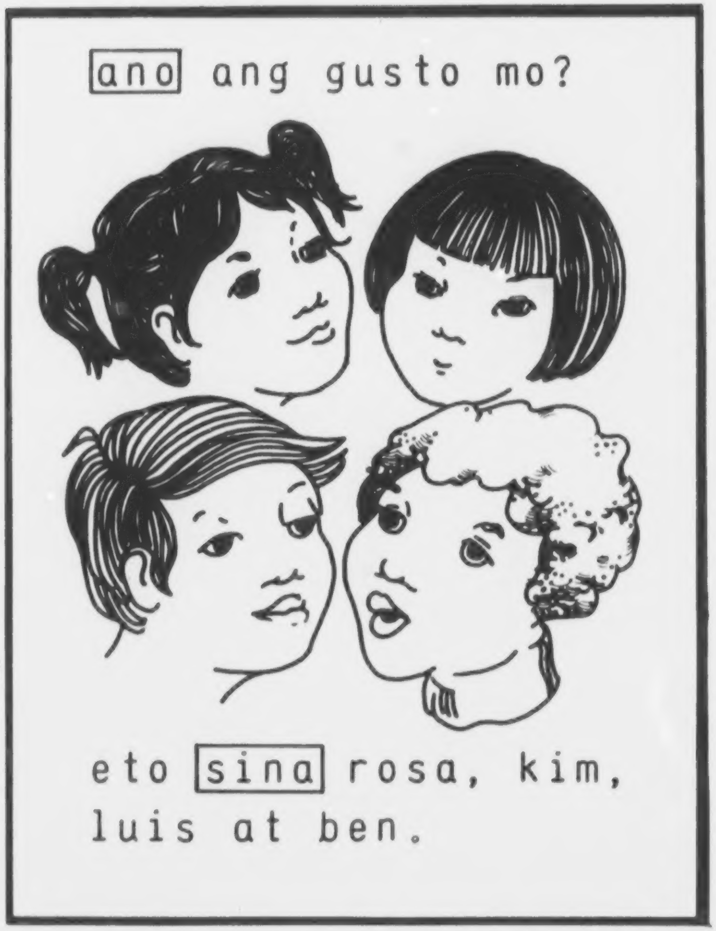
What do you do when you come to a comma?
ANO ANG GAGAWIN NINYO PAG NAKAKITA KAYO
NG KUWIT SA PANGUNGUSAP?

Find the new words we just learned.
HANAPIN ANG MGA BAGONG SALITA NA
NATUTUHAN NATIN NGAYON.

Have the children read page   in unison, pausing at commas and periods. After they read the page, ask these questions:

Who are the characters in this story?
SINU-SINO ANG MGA TAUHAN SA KUWENTONG ITO?

Where do you think they are?
SA PALAGAY NINYO, NASAAN SILA?



ano ang gusto mo?

eto sina rosa, kim,
luis at ben.

Turn to page 24.

Let's read the page together.
BASAHIN NATING SABAY-SABAY ANG PAHINANG ITO.

After they read the page, ask these questions:

What does Kim want?
ANO ANG GUSTO NI KIM?

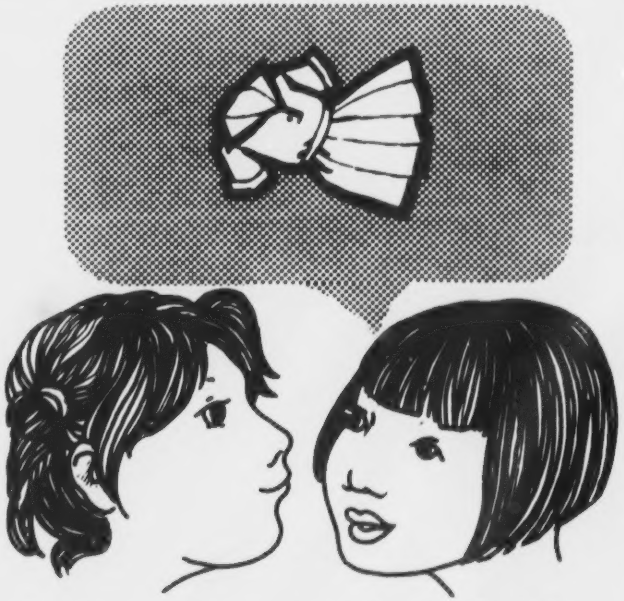
What words did she say?
ANO ANG MGA SALITANG SINABI NIYA?

Where are those words?
NASAAN ANG MGA SALITANG IYON?

How do you know she said them?
PAANO NINYO ALAM NA SINABI NIYA ANG MGA SALITANG IYON?

What was Rosa's question to Kim?
ANO ANG ITINANONG NI ROSA KAY KIM?

What do you find at the end of her question?
ANO ANG NASA HULIHAN NG KANIYANG TANONG?



"ano ang gusto mo?"
sabi ni rosa kay kim.
"gusto ko ng pulang
baro," sabi ni kim.

Turn to page 25.

Let's read the page together.
BASAHIN NATING SABAY-SABAY ANG PAHINANG ITO.

After they read the page, ask these questions:

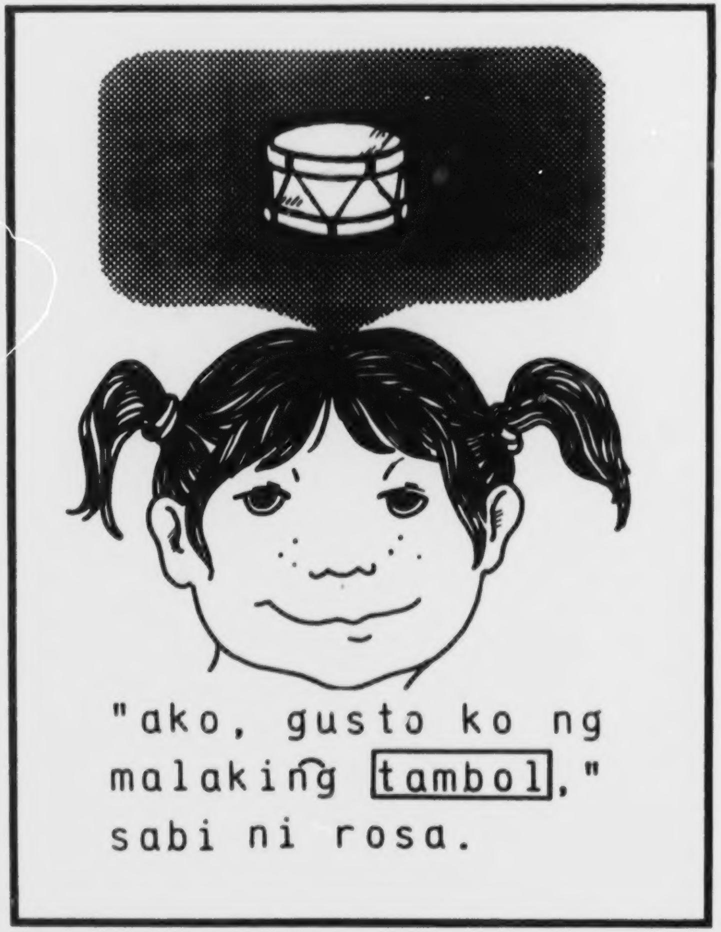
What does Rosa want?
ANO ANG GUSTO NI ROSA?

Why do you think she wants a big drum?
BAKIT KAYA NIYA GUSTO NG MALAKING TAMBOL?

Find the words "malaking tambol" on this page.
HANAPIN ANG MGA SALITANG "MALAKING TAMBOL" SA PAHINANG ITO.

Rosa wants a big drum; what does Kim want?
GUSTO NI ROSA NG MALAKING TAMBOL; ANO NAMAN ANG GUSTO NI KIM?

Find a comma/some quotation marks.
HUMANAP NG KUWIT/NG MGA PANIPI.



"ako, gusto ko ng
malaking tambol,"
sabi ni rosa.

Turn to page 26.

Let's read the page together.
SABAY-SABAY NATING BASAHIN ANG PAHINANG ITO.

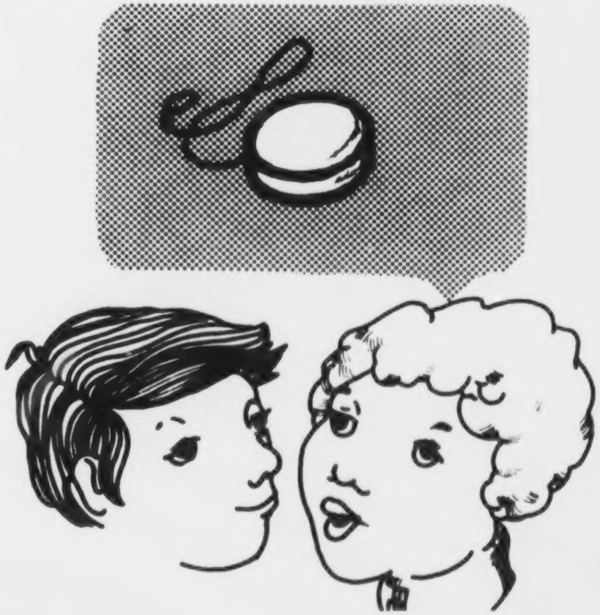
After they read the page, ask these questions:

What does Ben want?
ANO ANG GUSTO NI BEN?

Why does he want a yo-yo?
BAKIT NIYA GUSTO NG YO-YO?

If you had a yo-yo, what would you do with it?
KUNG MAY YO-YO KAYO, ANO ANG GAGAWIN NINYO?

Find the words Ben said.
HANAPIN ANG MGA SALITANG SINABI NI BEN.



"ano ang gusto mo?"
sabi ni luis kay ben.
"gusto ko ng yo-yo,"
sabi ni ben.

Turn to page 27.

Let's read the page together.
BASAHIN NATING SABAY-SABAY ANG PAHINANG ITO.

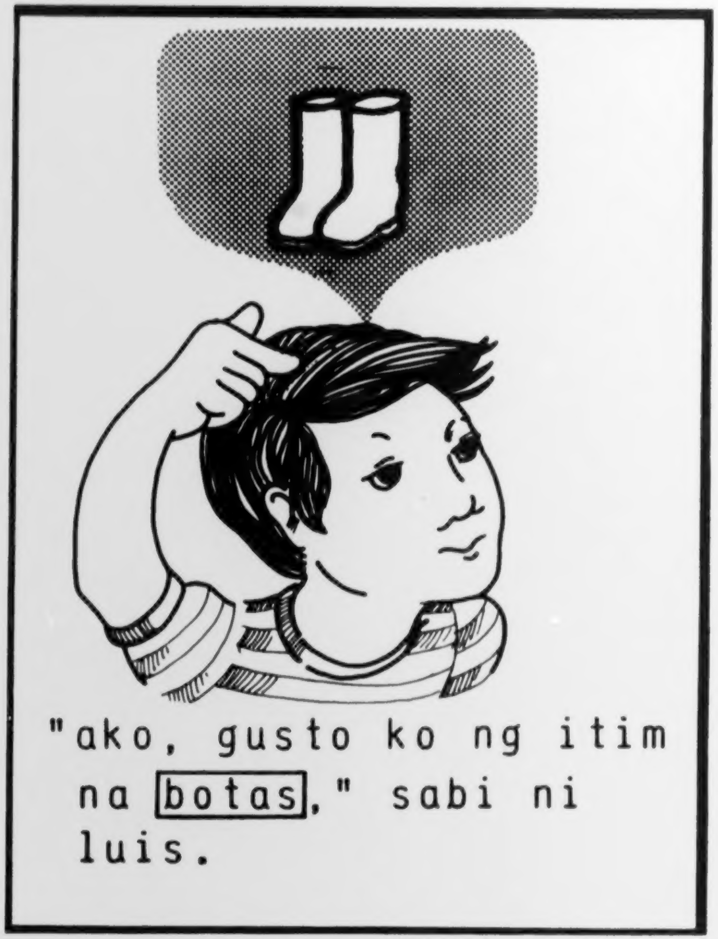
After they read the page, ask these questions:

What does Luis want?
ANO ANG GUSTO NI LUIS?

Why does he want boots?
BAKIT KAYA NIYA GUSTO NG BOTAS?

Find the words Luis said.
HANAPIN ANG MGA SALITANG SINABI NI LUIS.

Luis wants boots; what does Ben want?
GUSTO NI LUIS NG BOTAS; ANO NAMAN ANG GUSTO NI BEN?



"ako, gusto ko ng itim na $\boxed{\text{botas}}$," sabi ni luis.

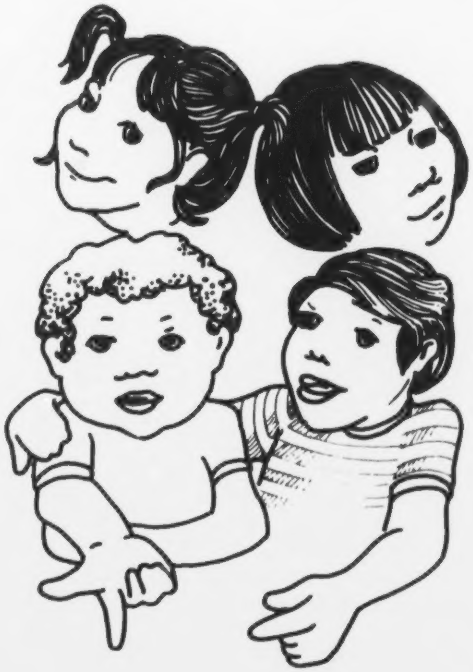
Turn to page 28.

Read the question.
BASAHIN ANG TANONG.

How do you know it is a question?
PAANO NINYO ALAM NA TANONG ITO?

Can you answer the question?
MASASAGOT BA NINYO ANG TANONG?

Tell us the things that the children want.
SABIHIN NINYO ANG MGA GUSTO NG MGA BATA.



ano ang mga gusto nila?

SUMMARY:

1. Ask the children to turn back to page 23. Review by having each child read a sentence or two from the story.
2. Review the new vocabulary words as well as the ones from the other story.

DAY 3:

REVIEW AND FOLLOW-UP ACTIVITIES:

1. Recall the things that the children wanted in the story.
2. Review vocabulary words.
3. Do oral reading.
4. Ask the children to name some of the things they might want to get for their birthday. Make a list of the things on the board. Classify them according to: clothing, food, school materials, etc.
5. Have the children draw a picture of something they want to have. Write this phrase under the picture for them: gusto ko ng __________.
6. Do worksheet.

DAY 4:

PREPARATION:

1. Talk about poems. Recall some of the poems that the children have learned and already know.
2. Point out a special feature of most poems: rhyming words (MGA SALITANG MAGKATUGMA). Explain rhyming words by writing examples on the board:

hari	tito	bola
susi	dito	mesa

Read the words to the children. Point out the last sound in each pair. Ask them to listen for similarities. Define rhyming words. Give other examples.

3. Say:
"The title of our poem is 'Nasaan?'"
ANG PAMAGAT NG ATING TULA AY "NASAAN?"

READING THE POEM:

Open books to page 29. Read the main title to the children.

Before reading the poem, let's read these words on this page. See if you remember all of them.

BAGO NATIN BASAHIN ANG TULA, BASAHIN MUNA NATIN ANG MGA SALITA SA PAHINANG ITO. TINGNAN NATIN KUNG NATATANDAAN NINYO ANG MGA ITO.

Go over the words on the list with the children.

bumasa tayo ng tula!

basahin muna ang mga salitang ito --

kamay
hari
relo
susi
loro
lima
tao
damo

botas
hanap
dito
doon
kasama
bola
may
maliit

Turn to page 30.

Where is the title of the poem?
NASAAN ANG PAMAGAT NG TULA?

What is the title?
ANO ANG PAMAGAT?

Look at the picture. Who do you think will be the characters in this poem?
TINGNAN ANG LARAWAN. SINO KAYA ANG MGA TAUHAN SA TULANG ITO?

Let's read it together.
BASAHIN NATING SABAY-SABAY ANG TULA.

After they read the stanza, ask these questions:

Who was talking?
SINO ANG NAGSASALITA?

What did he say?
ANO ANG SINABI NIYA?

Find the words he said.
HANAPIN ANG MGA SALITANG SINABI NIYA.

Who was he talking to?
SINO ANG KAUSAP NIYA?

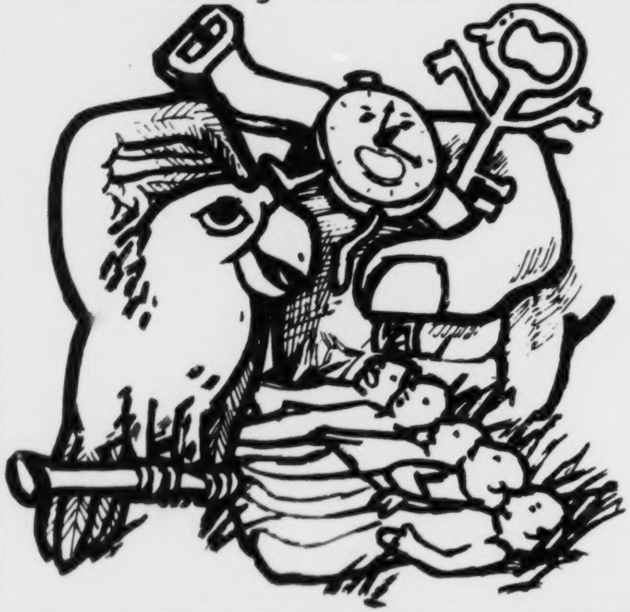
How many people were there on the grass?
ILAN ANG TAO SA DAMO?

Can a parrot really talk?
NAKAKAPAGSALITA BANG TALAGA ANG LORO?

Could he have really said those words?
MASASABI BA NIYANG TALAGA ANG MGA SALITANG SINABI NIYA SA TULA?

nasaan?

"nasa kamay ba ng hari
ang relo ko na may susi?"
ito ang sabi ng loro
sa limañg tao sa damo.



QUESTIONS (Cont'd)

Could he have a watch?
MAAARI KAYANG MAGKAROON NG RELO ANG LORO?

Find the rhyming words in the poem.
HANAPIN ANG MGA MAGKATUGMANG SALITA SA TULA.

Let's read the next part.
BASAHIN NATIN ANG SUSUNOD NA BAHAGI.

Turn to page 31.

Find the rhyming words on this page.
HANAPIN ANG MGA MAGKATUGMANG SALITA SA PAHINANG ITO.

Let's read the poem together.
BASAHIN NATING SABAY-SABAY.

After they read the stanza, ask these questions:

What were they looking for?
ANO ANG HINAHANAP NILA?

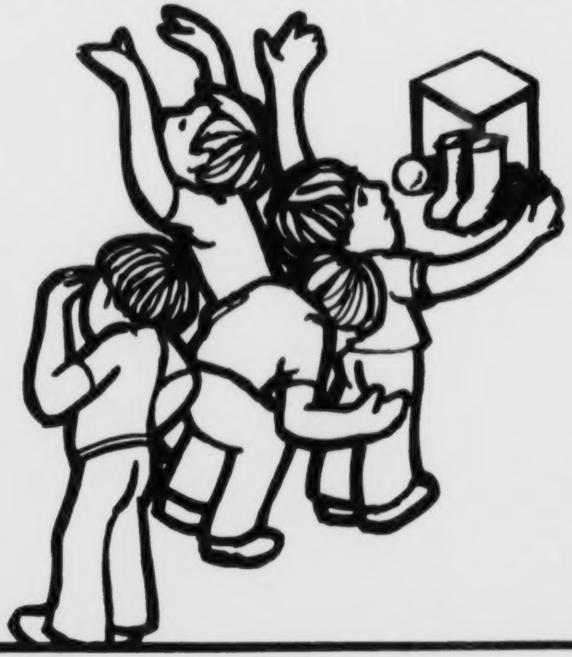
Who's looking for the boots?
SINO KAYA ANG NAGHAHANAP NG BOTAS?

Where were the boots?
NASAAN ANG BOTAS?

What kind of table was it?
ANONG URING MESA ITO?

There is a question on this page. Find it and read it.
MAYROON TANONG SA PAHINANG ITO. HANAPIN AT BASAHIN ANG TANONG.

saan ang botas ni tito?
hanap doon, hanap dito.
eto, kasama ng bola
sa may maliit na mesa.



SUMMARY:

1. Read the poem once to the children, modeling it with the right expression and intonation.
2. Ask them to repeat the lines after you until they are familiar with the verses.
3. Ask one group to recite the first verse and another to recite the second verse.

DAY 5:

REVIEW AND FOLLOW-UP ACTIVITIES:

1. Have a choral recitation of the poem "Nasaan?"

2. Discuss rhyming words in poems and write some examples on the board:

ulo	walis	gatas	ahas
buko	pulis	mansanas	takas
yelo	sakay	ngipin	lola
belo	kamay	isipin	bola

3. Compose some rhymes orally with the children. Say a couplet, omitting the last word of the second line. The children are to supply the rhyming word.

Ang nanay at tatay ni Roger
Pumunta sa McDonald's upang bumili ng ____________. (hamburger)

Inaantok si Rosa
Natulog siya sa ________________. (kama)

Ang bumberong si Mr. Mayla
Ang trak niya'y kulay ____________. (pula)

Si Luis ay may lobo
Tumaas lampas ____________. (ulo)

Ang mangga ay berde kung hilaw
At hinog kung _______________. (dilaw)

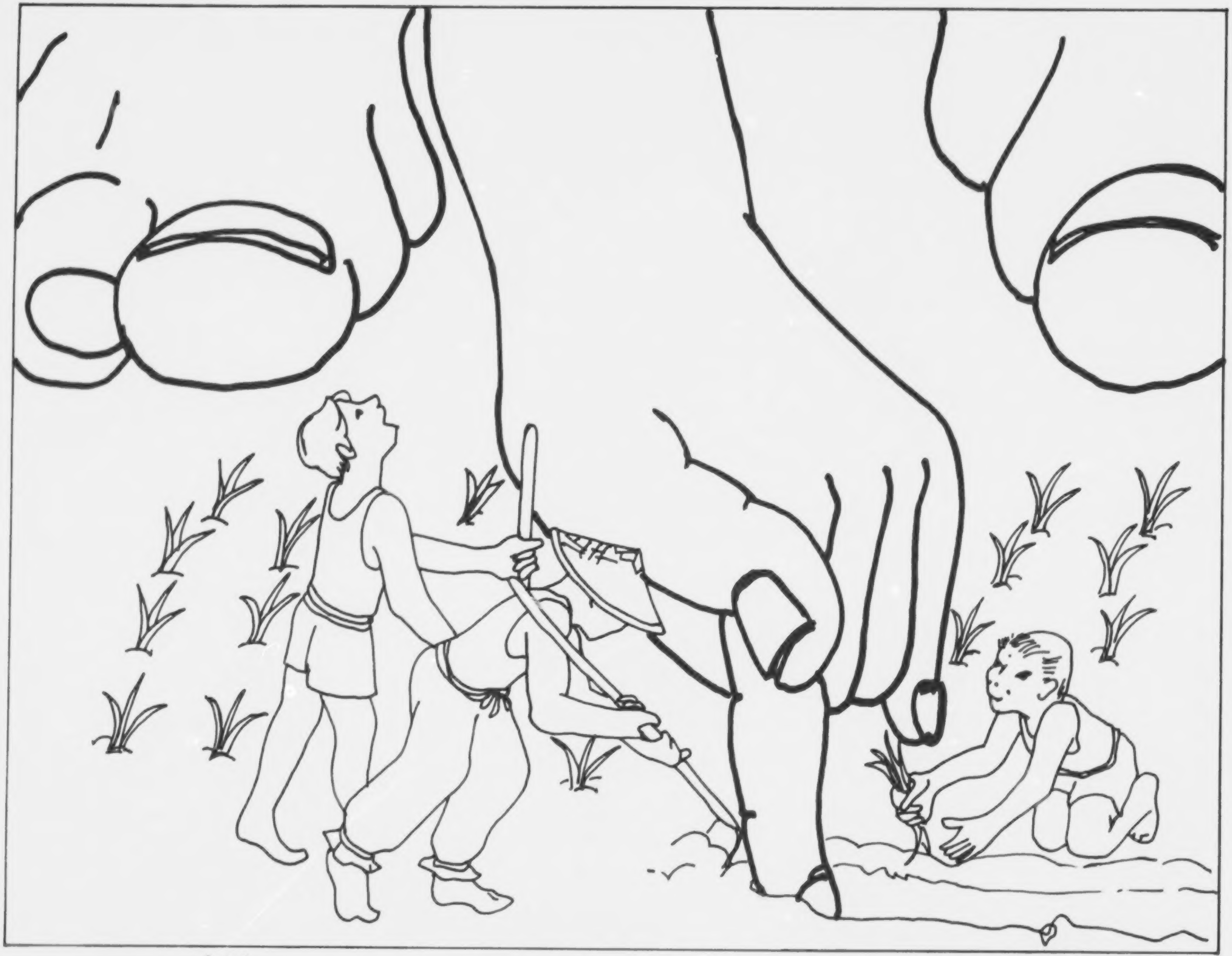
Ang lahat ng mga ngipin
Araw-araw dapat ______________. (sipilyuhin)

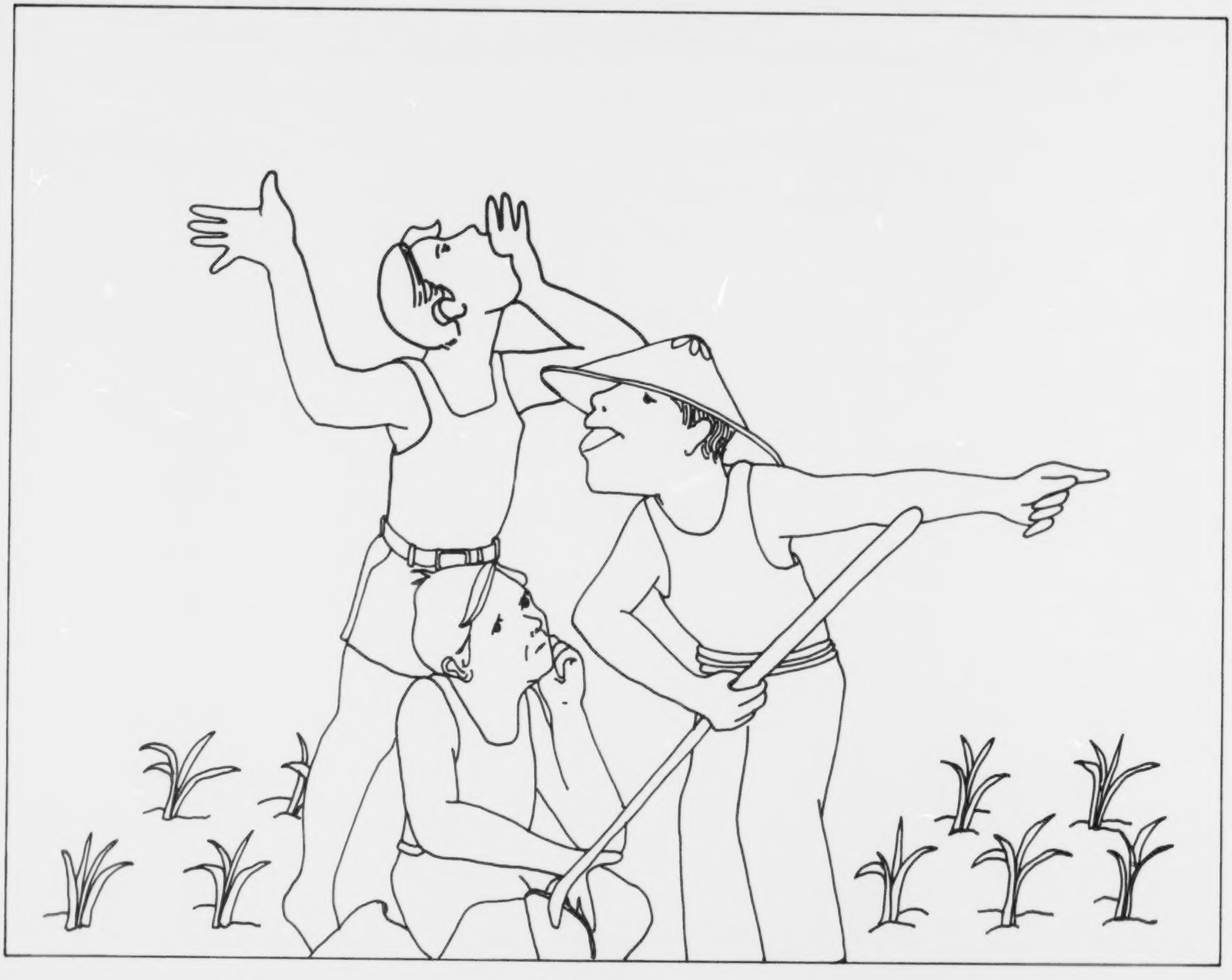
Ang gatas at itlog
Pagkaing nakakaka ______________. (lusog)

Tuyong-tuyo ang aking bibig
Iinom ako ng ______________. (tubig)

4. Do worksheet.

TEACHER MATERIALS FOR UNIT 1: BEHAVIOR





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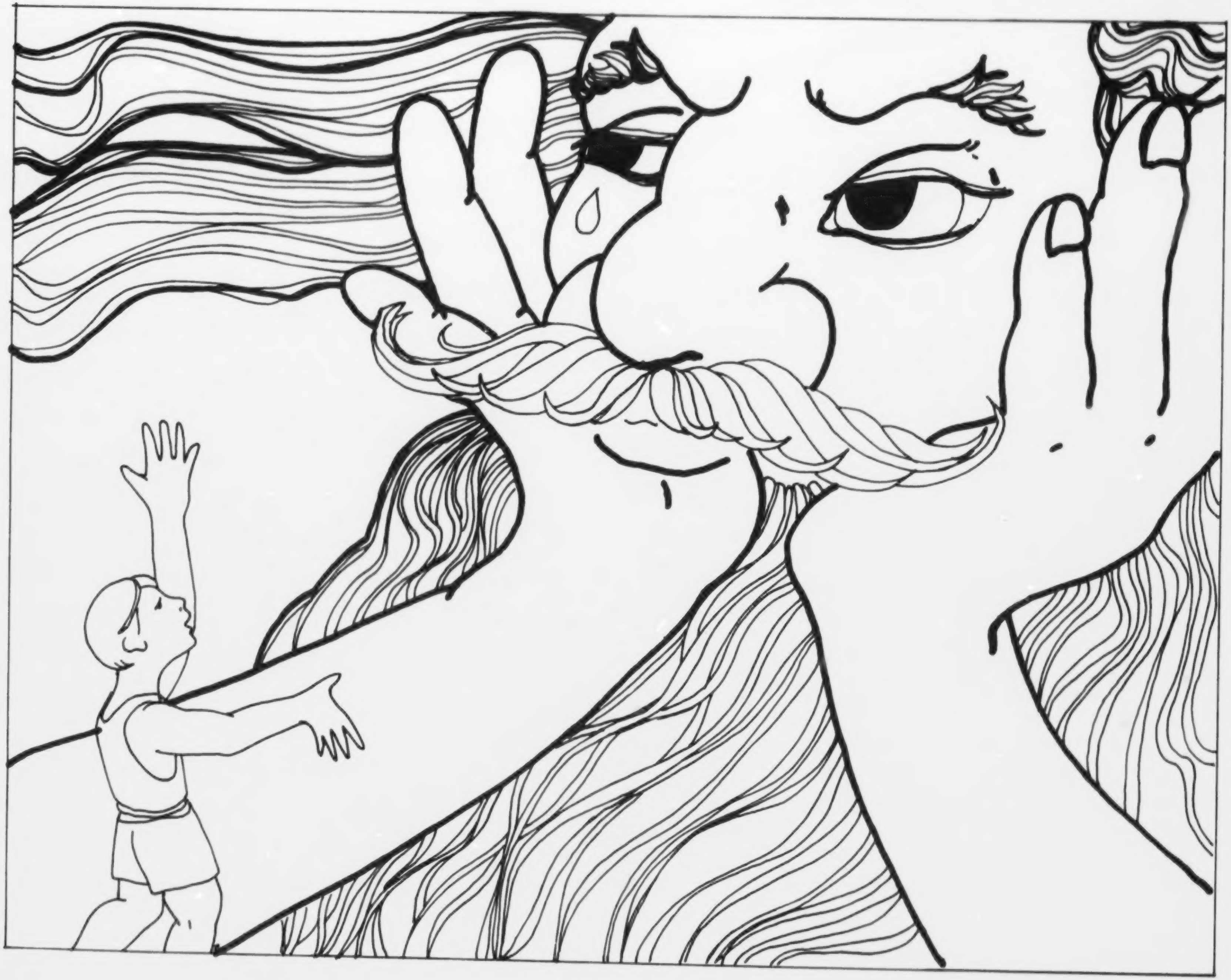

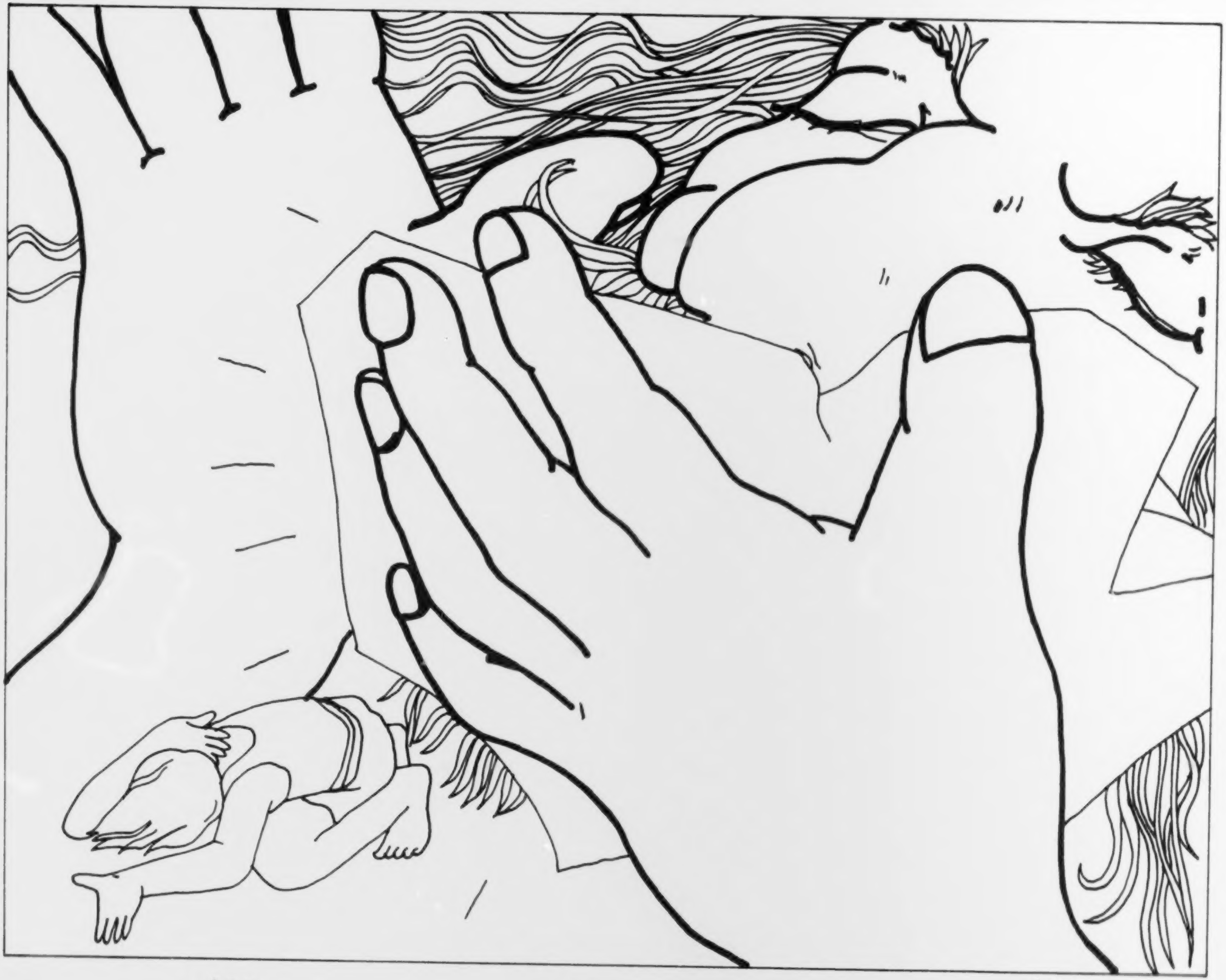

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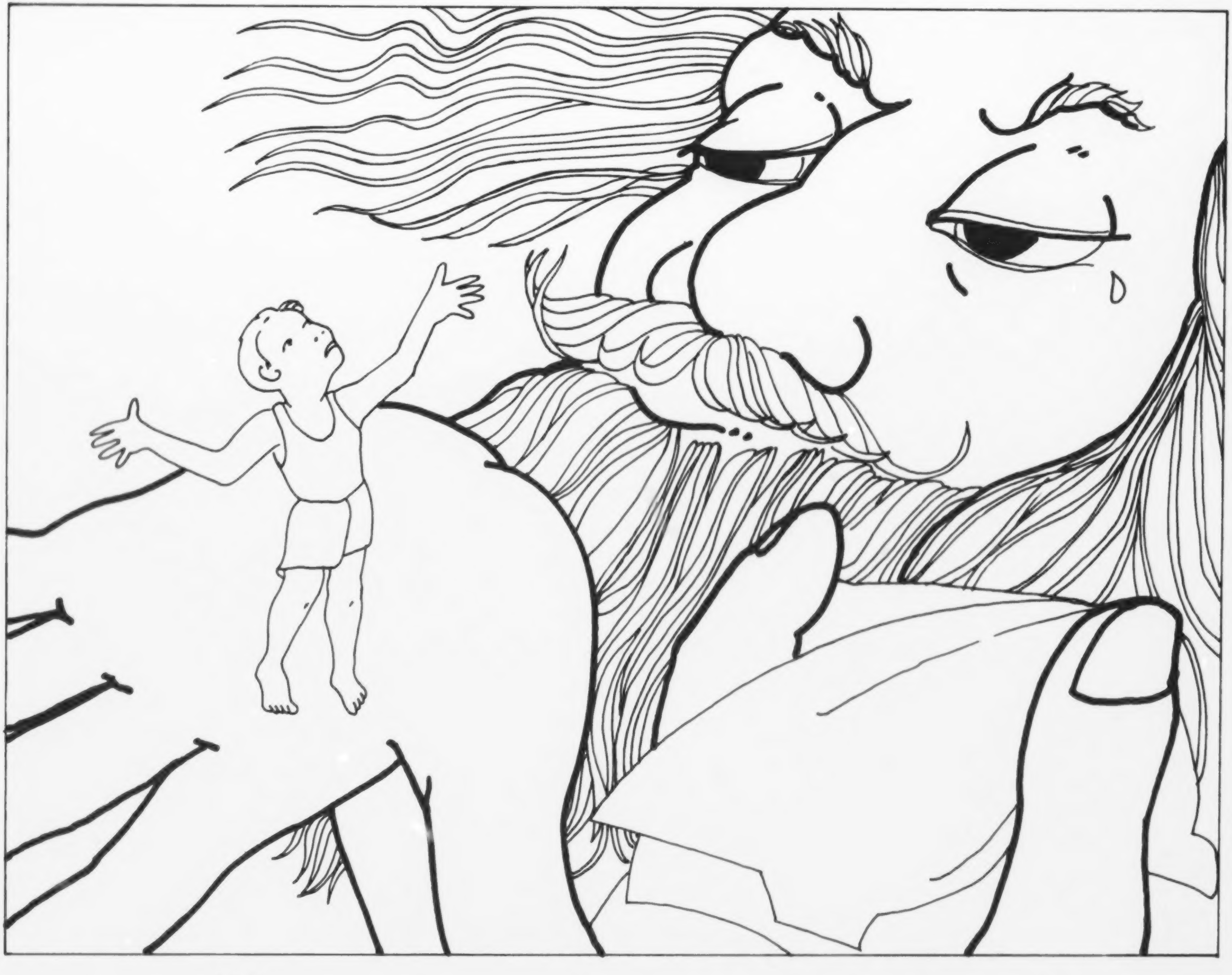
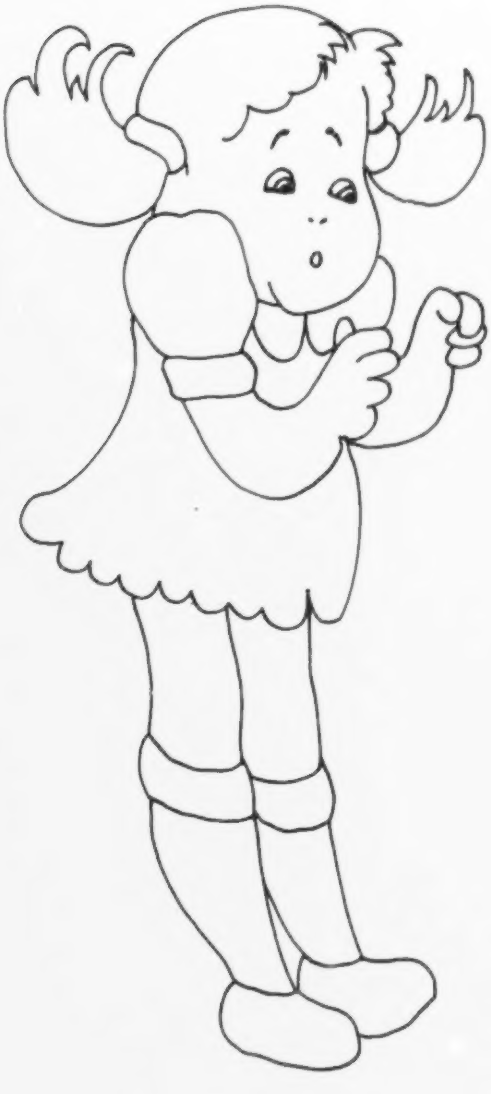
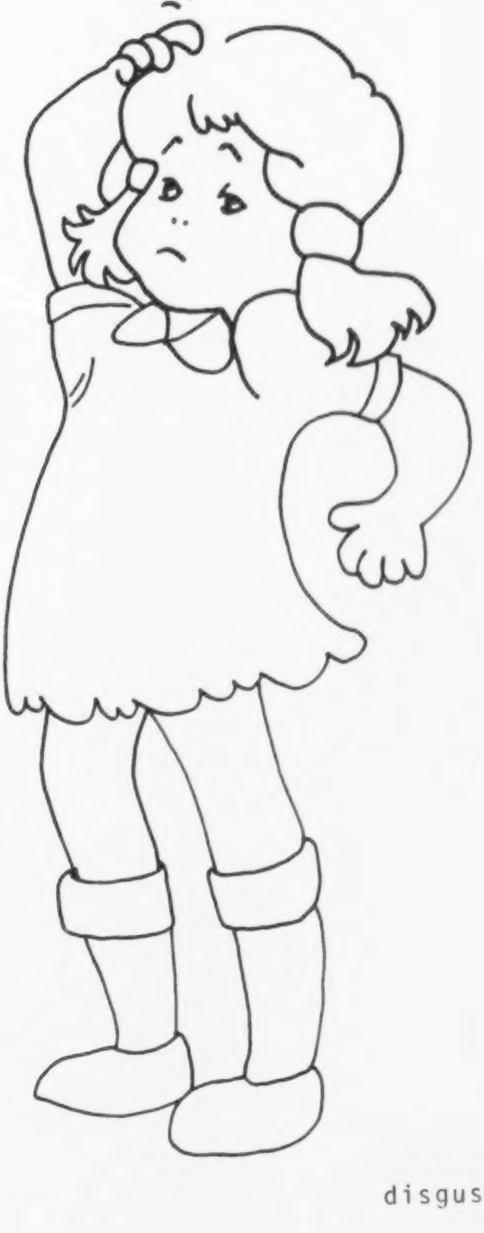
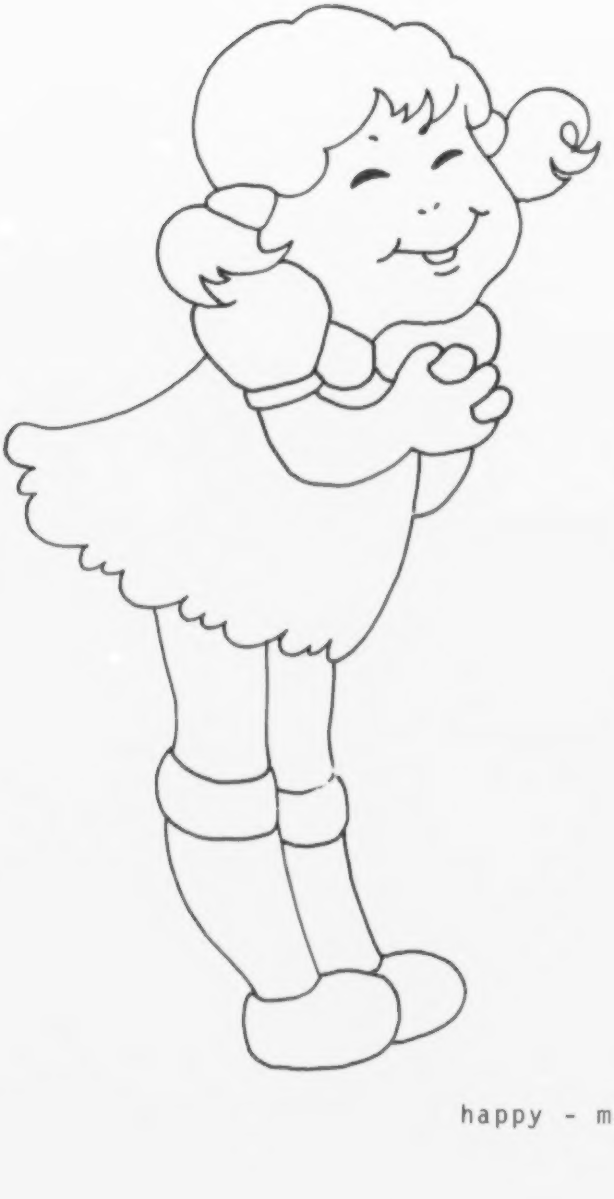




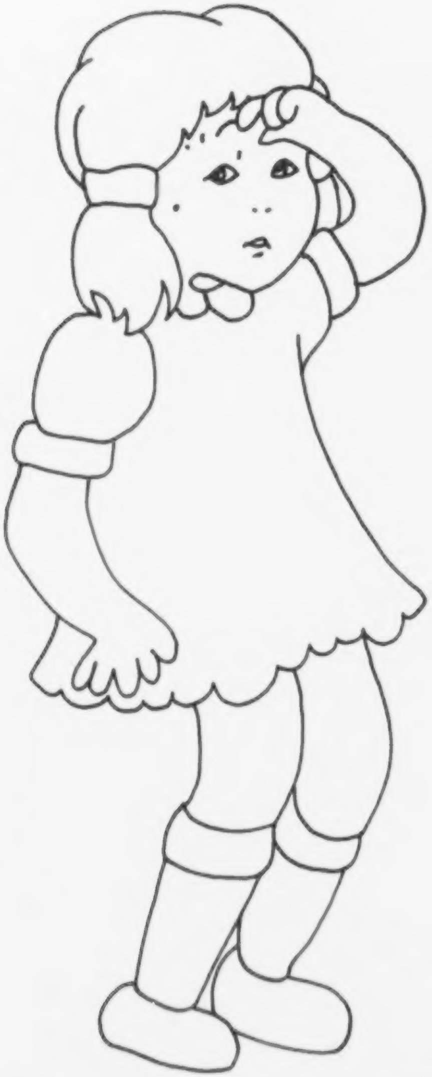
scared - takot



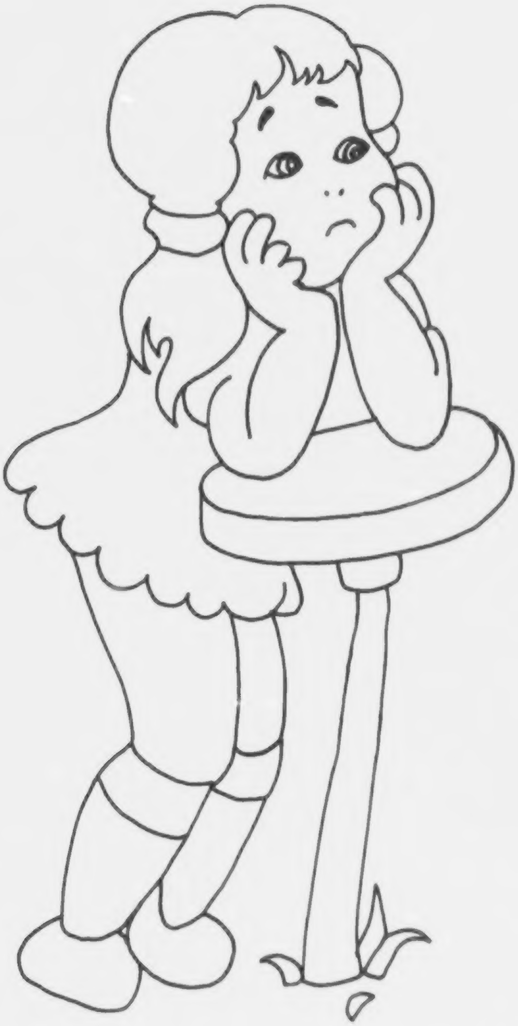
disgusted - nasusuya



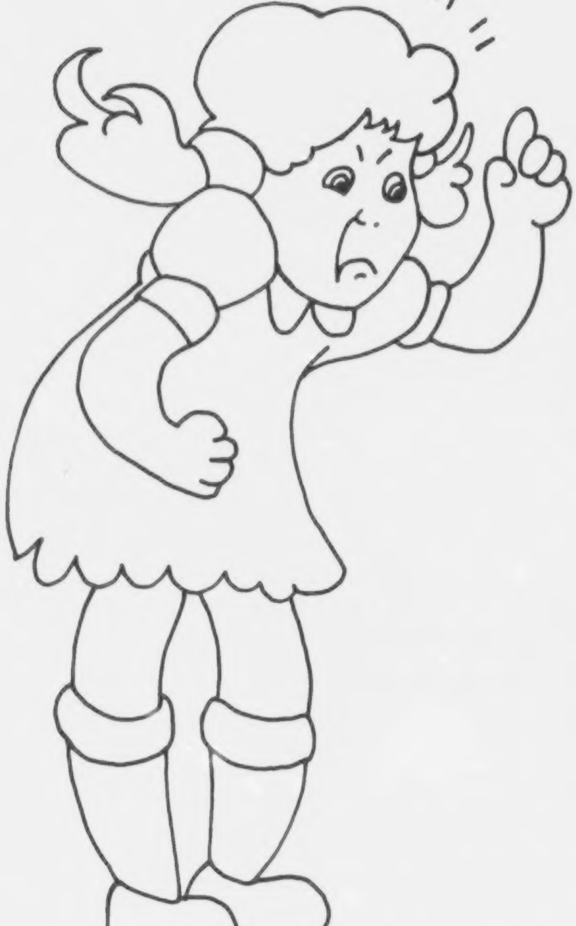
happy - masaya



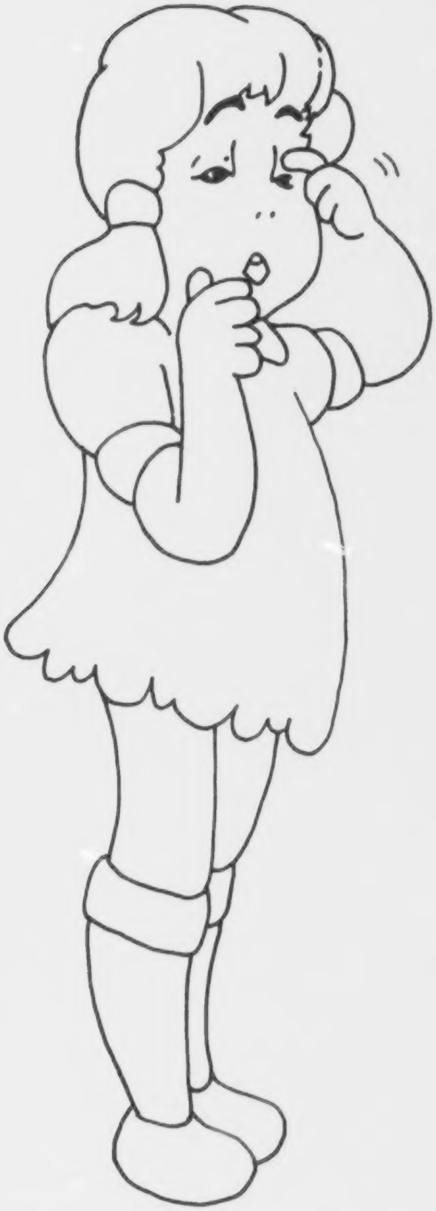
tired - pagod



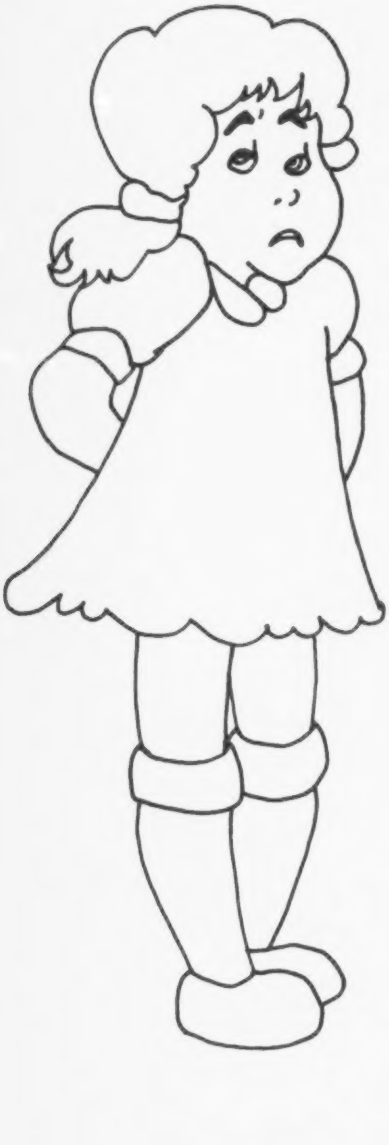
bored - naiinig



angry - galit



sleepy - inaantok



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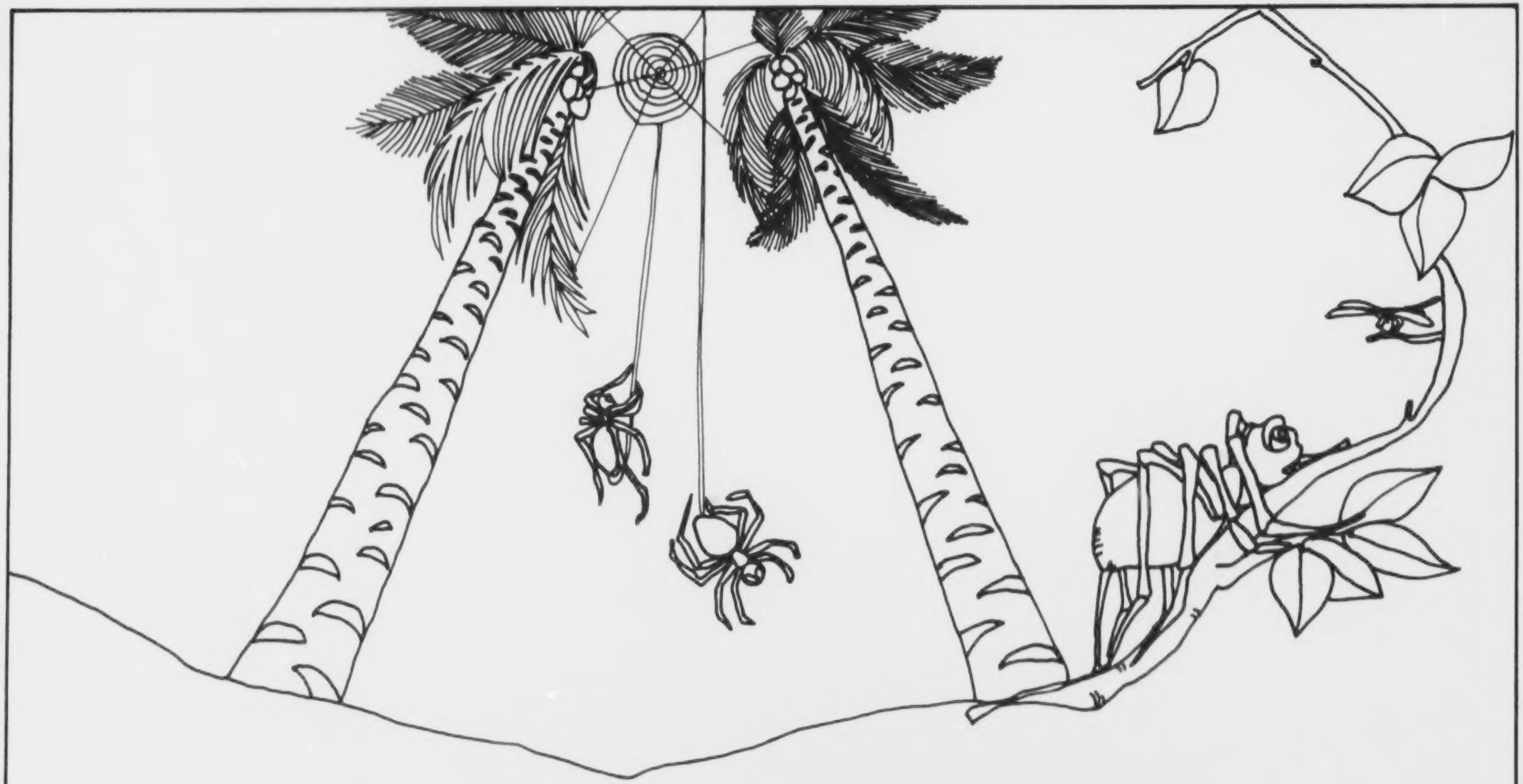

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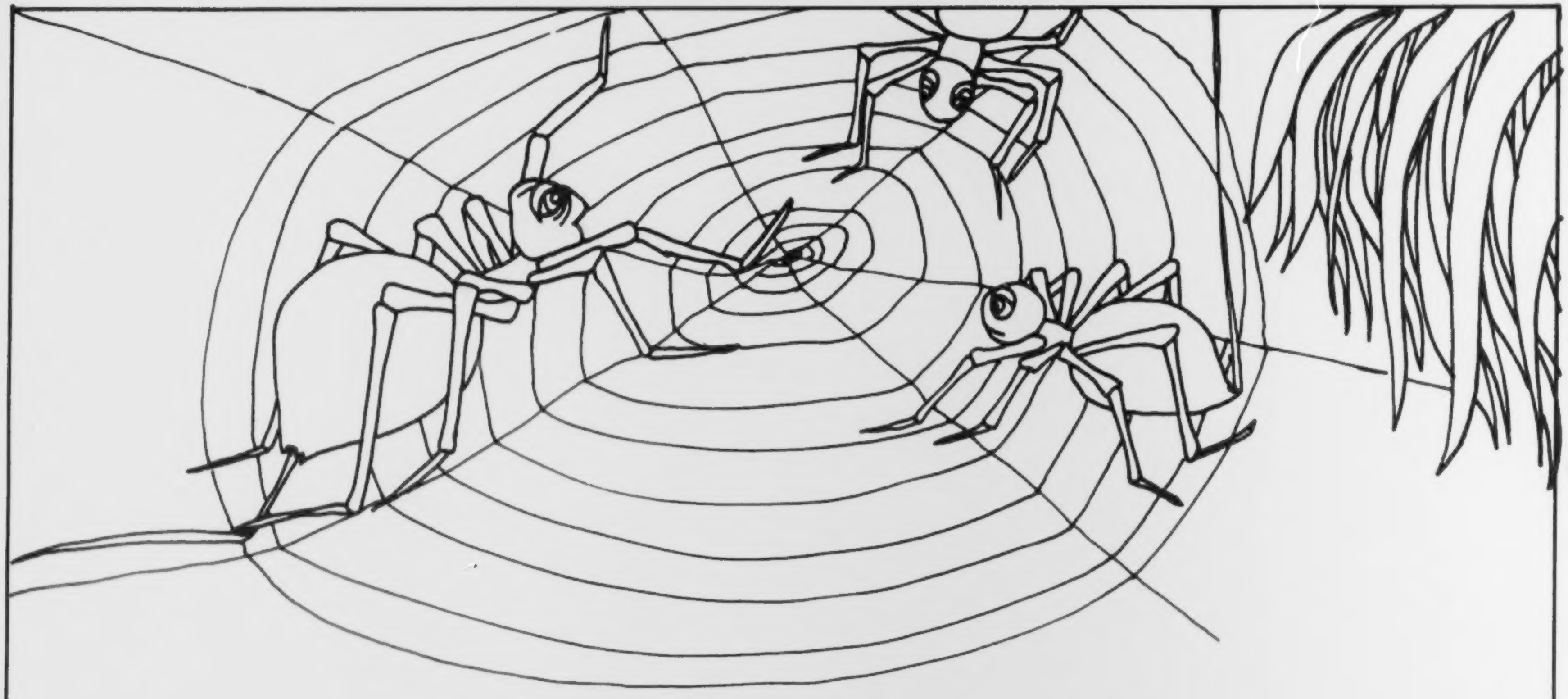

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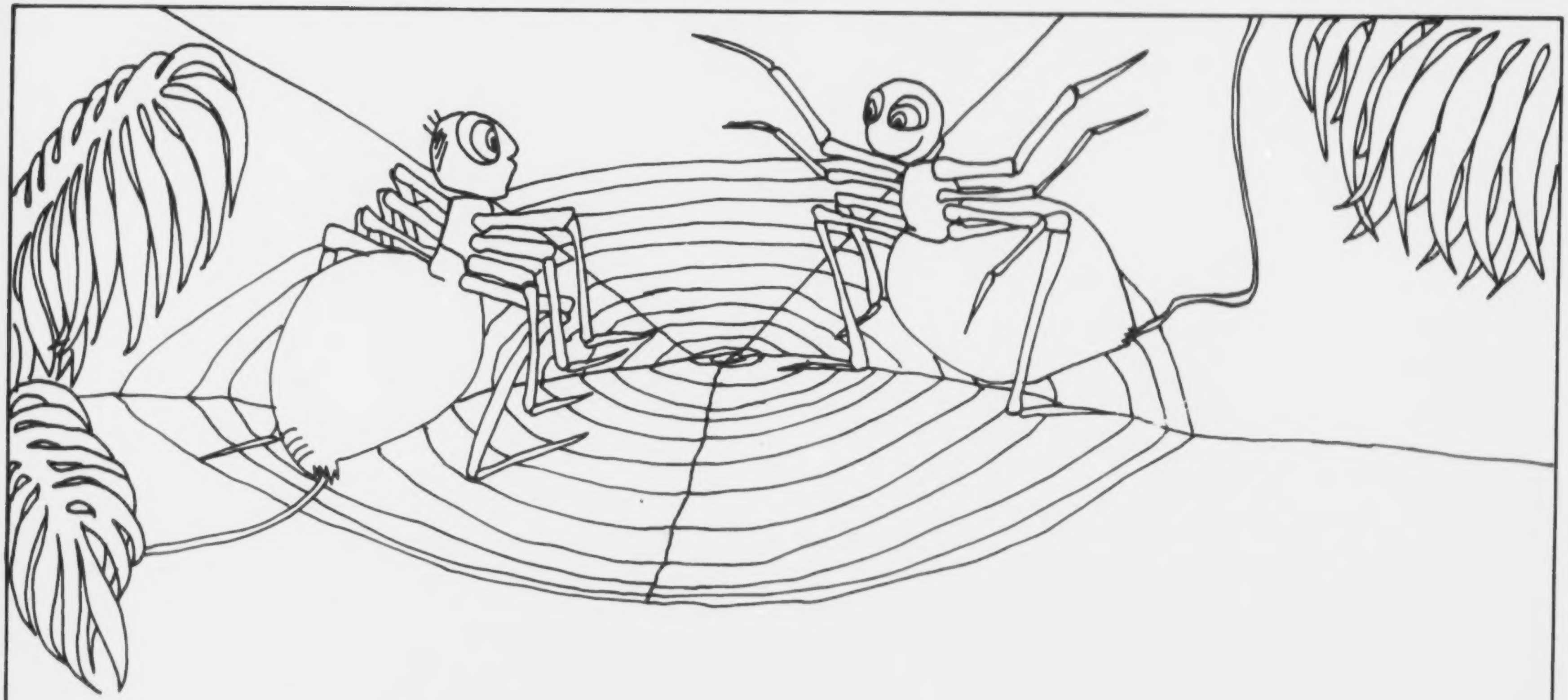

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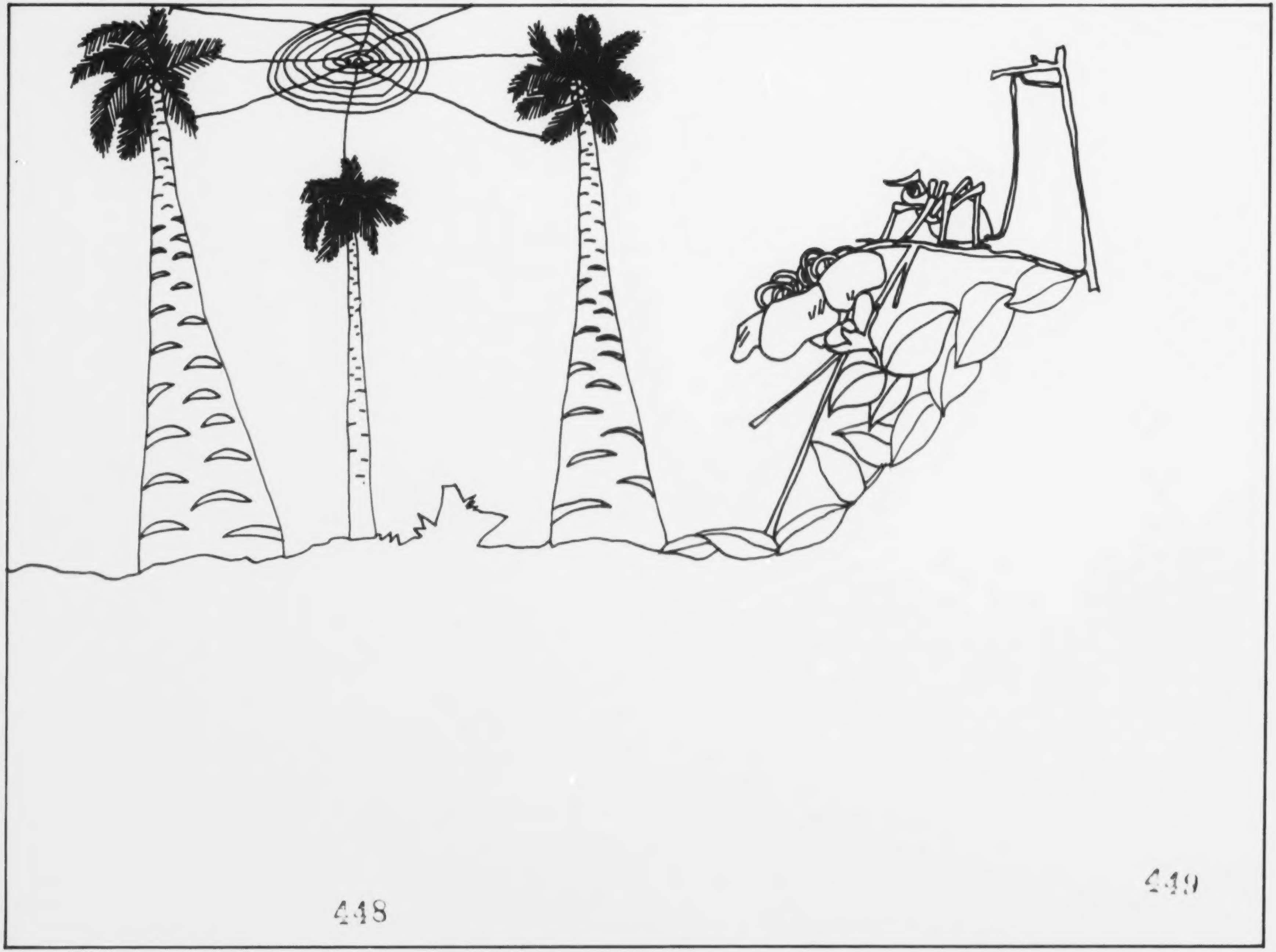
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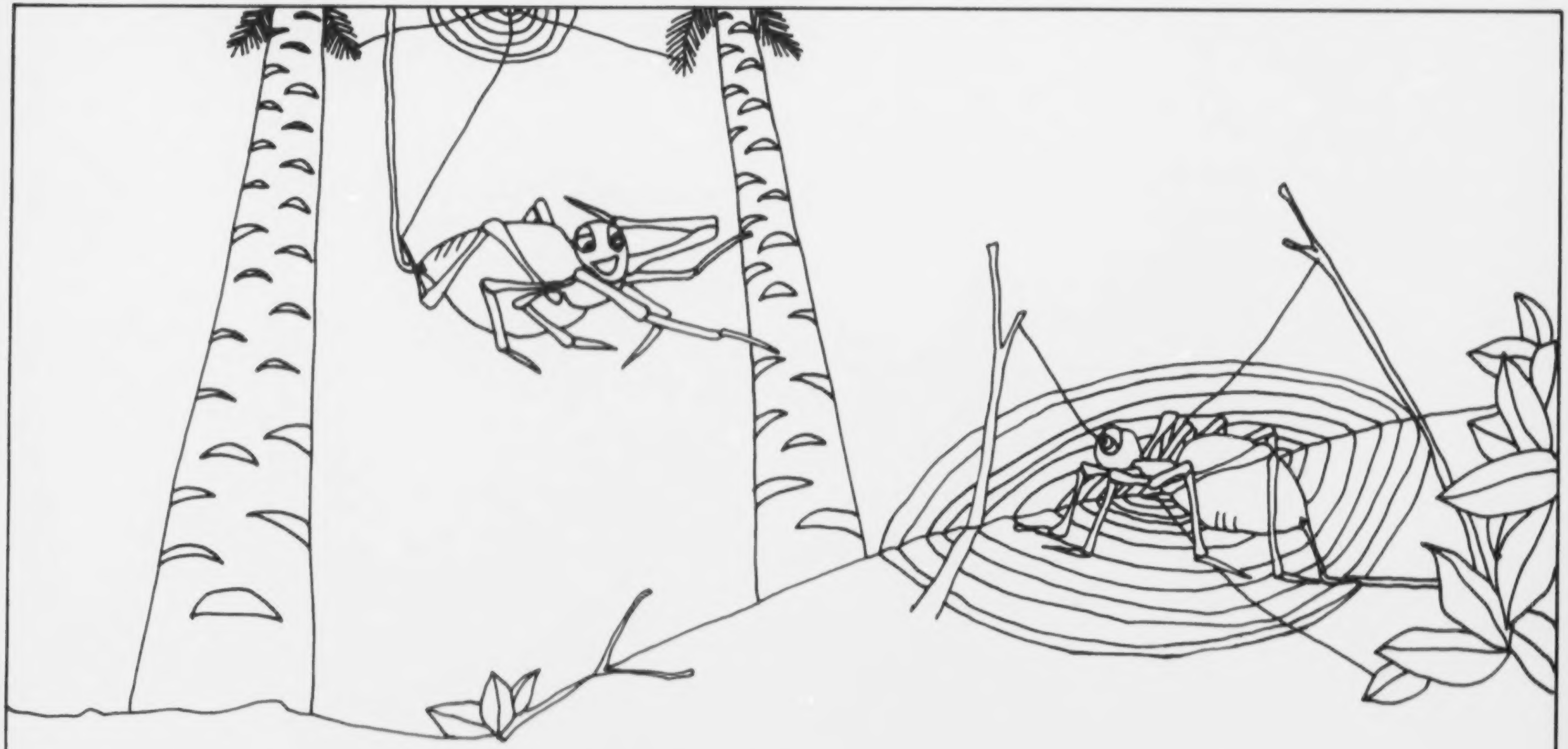

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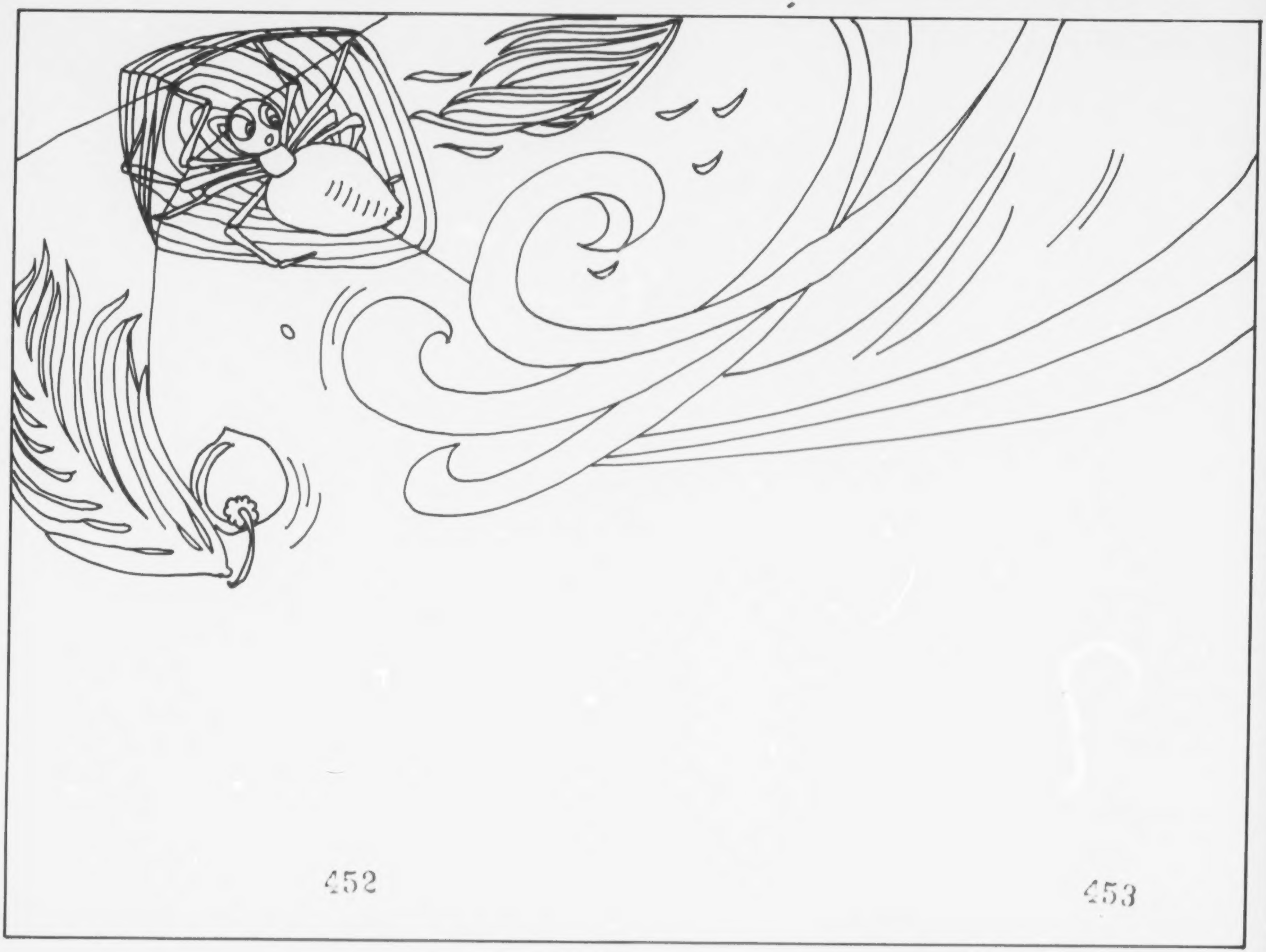
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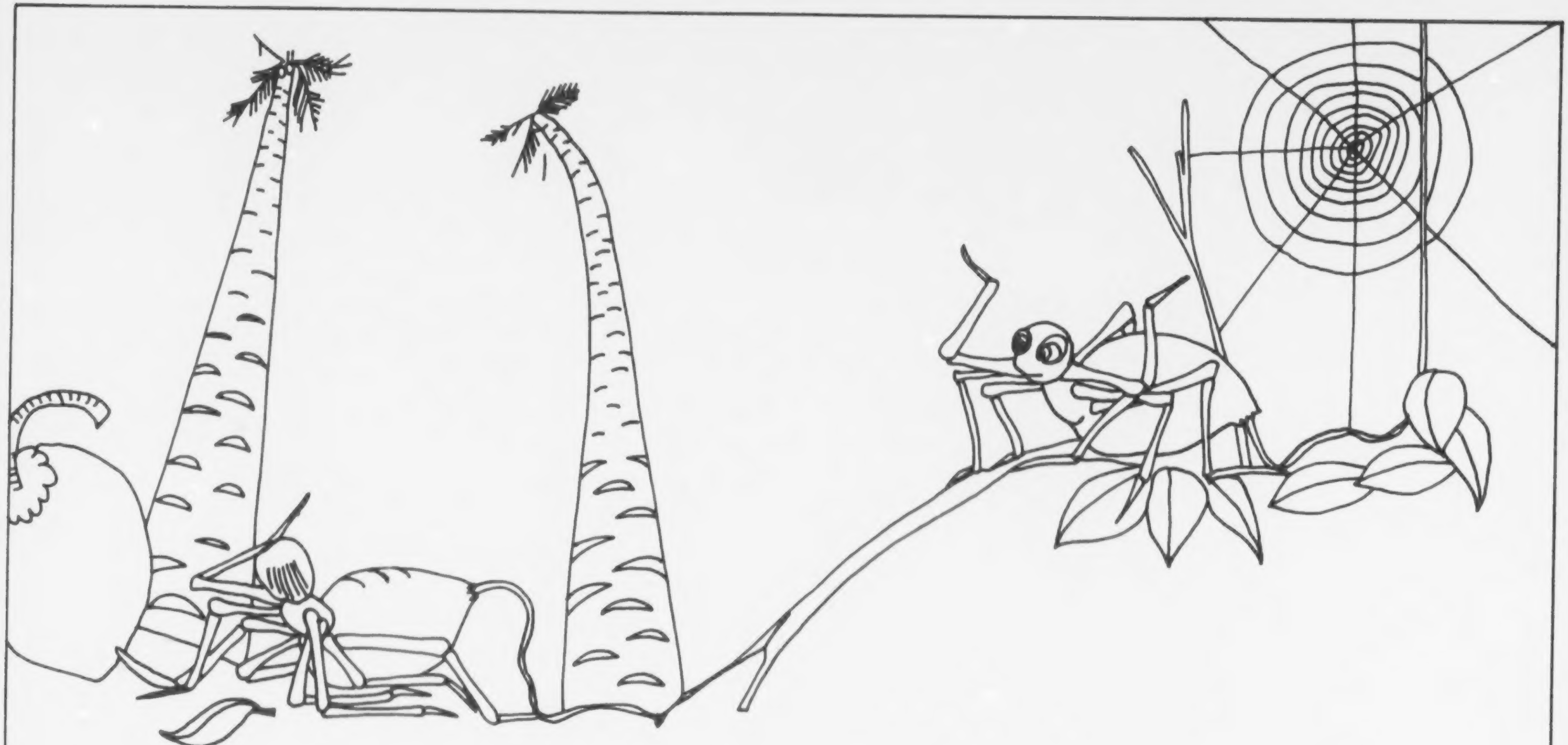

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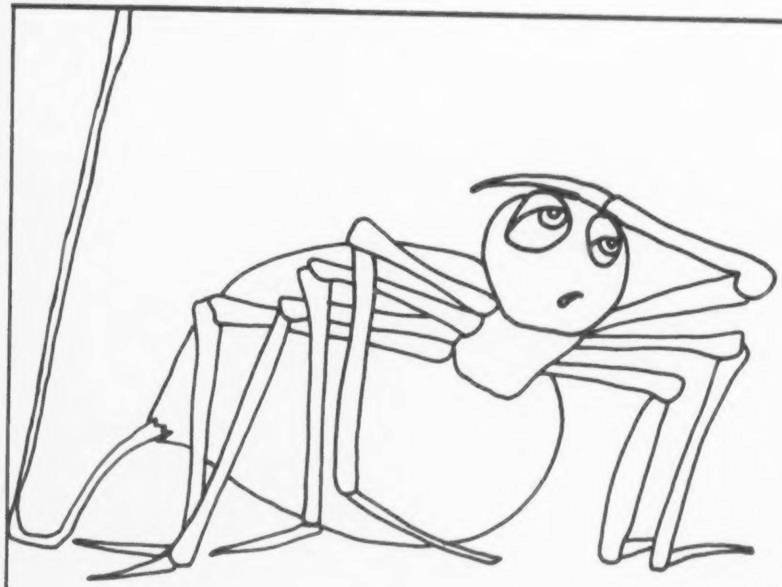

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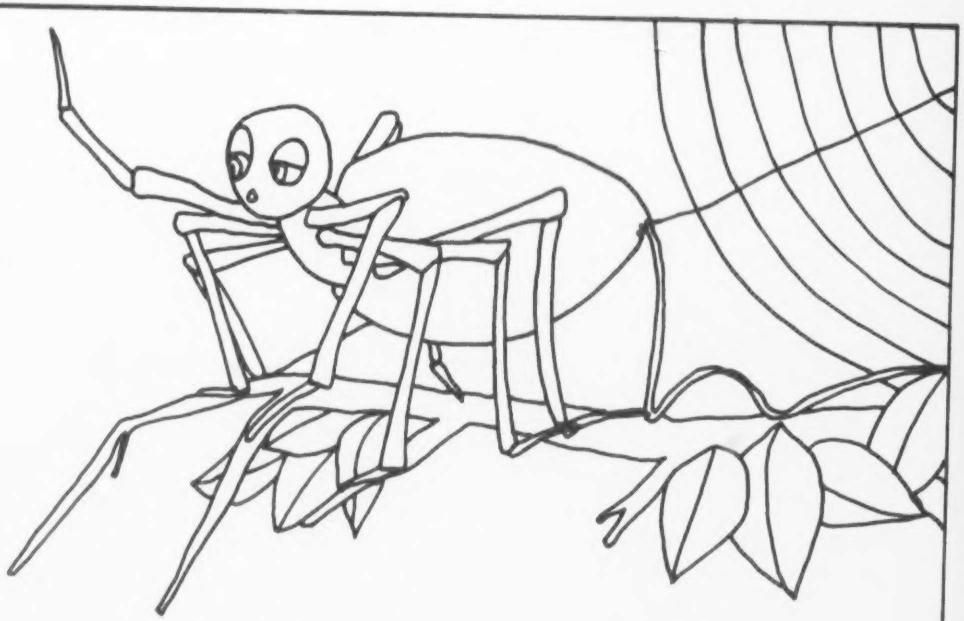

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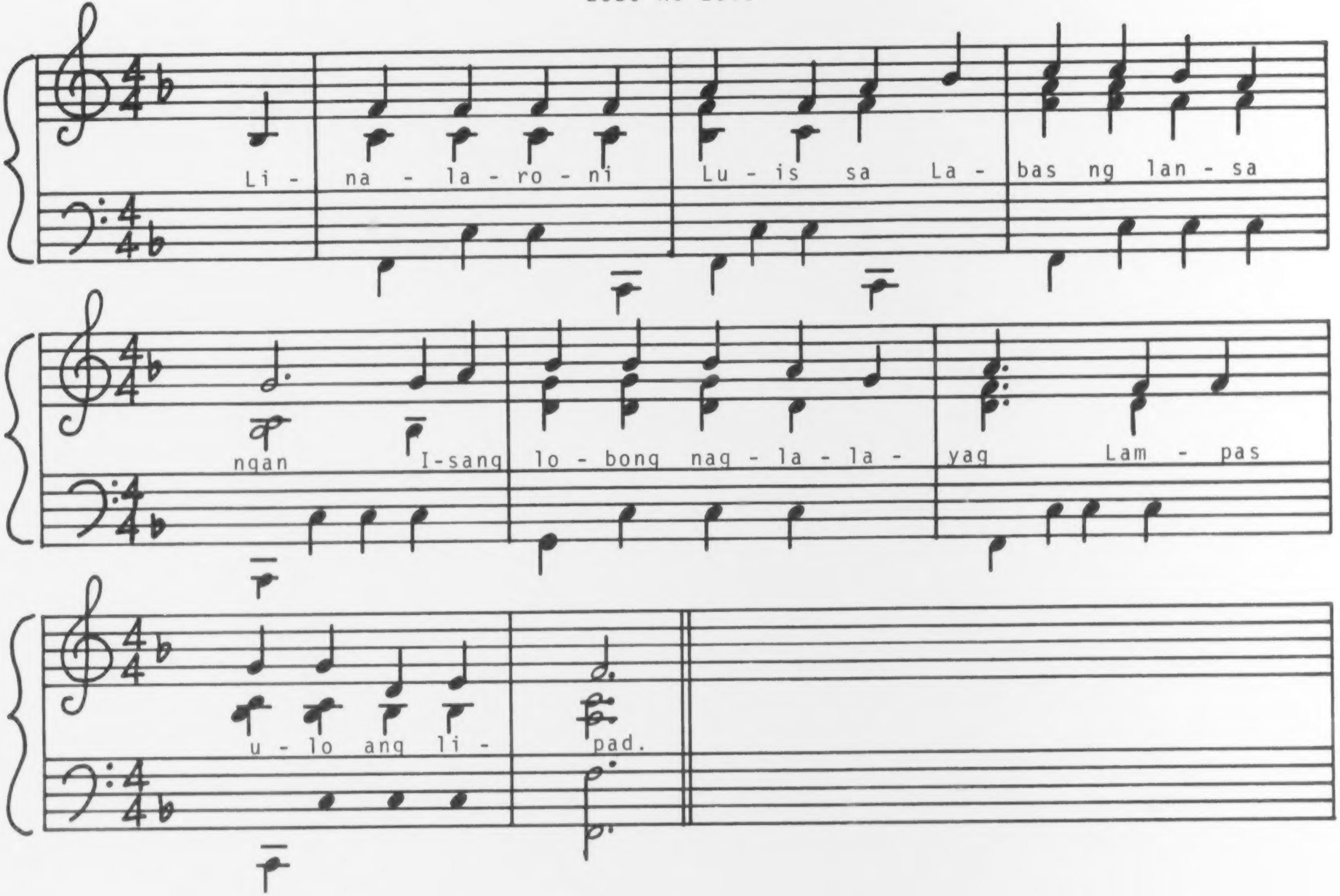
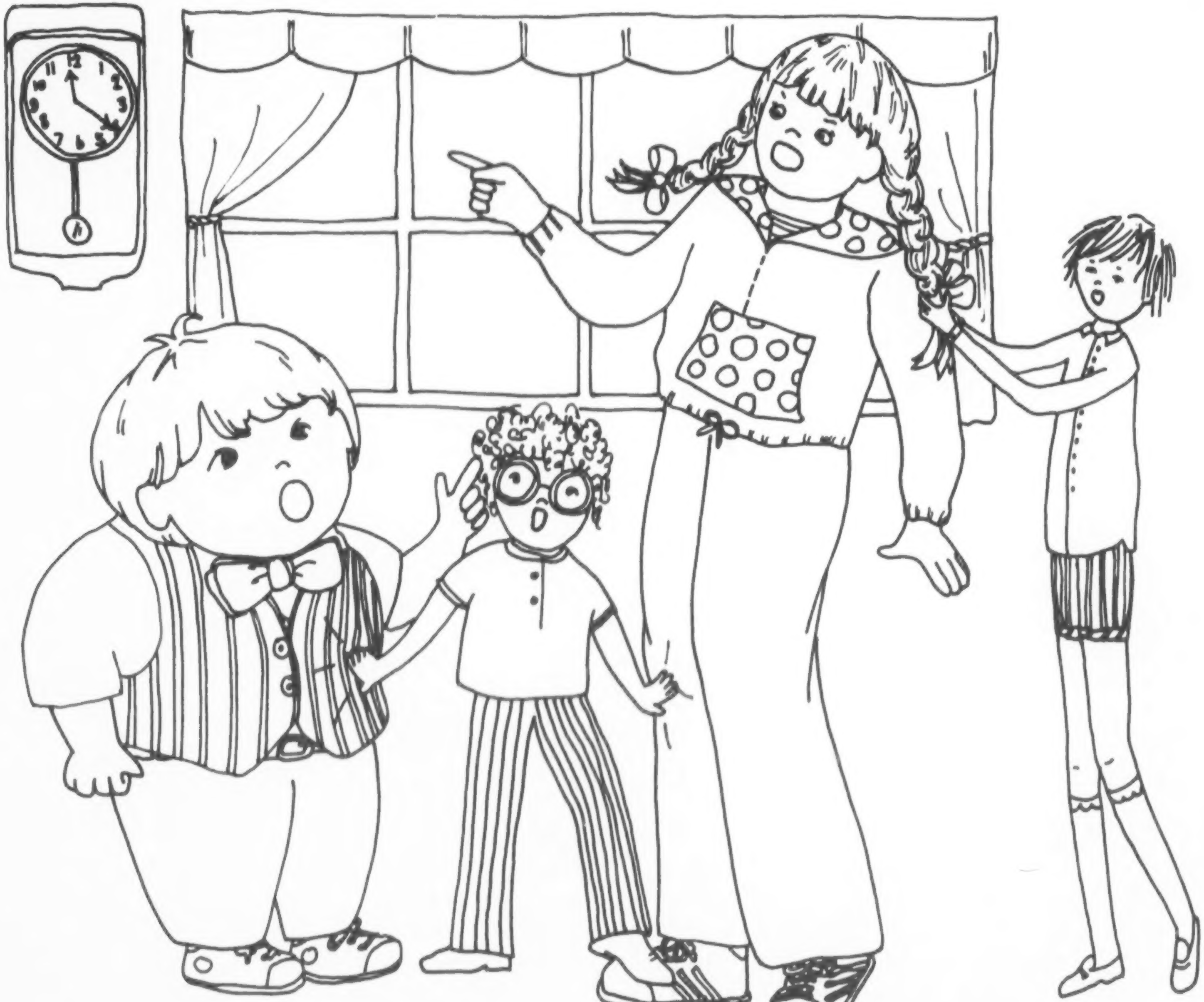
LOBO NI LUIS


Li - na - la - ro - ni Lu - is sa La - bas ng lan - sa
ngan I-sang lo - bong nag - la - la - yag Lam - pas
u - lo ang li - pad.

TEACHER MATERIALS FOR UNIT 2: COOPERATION



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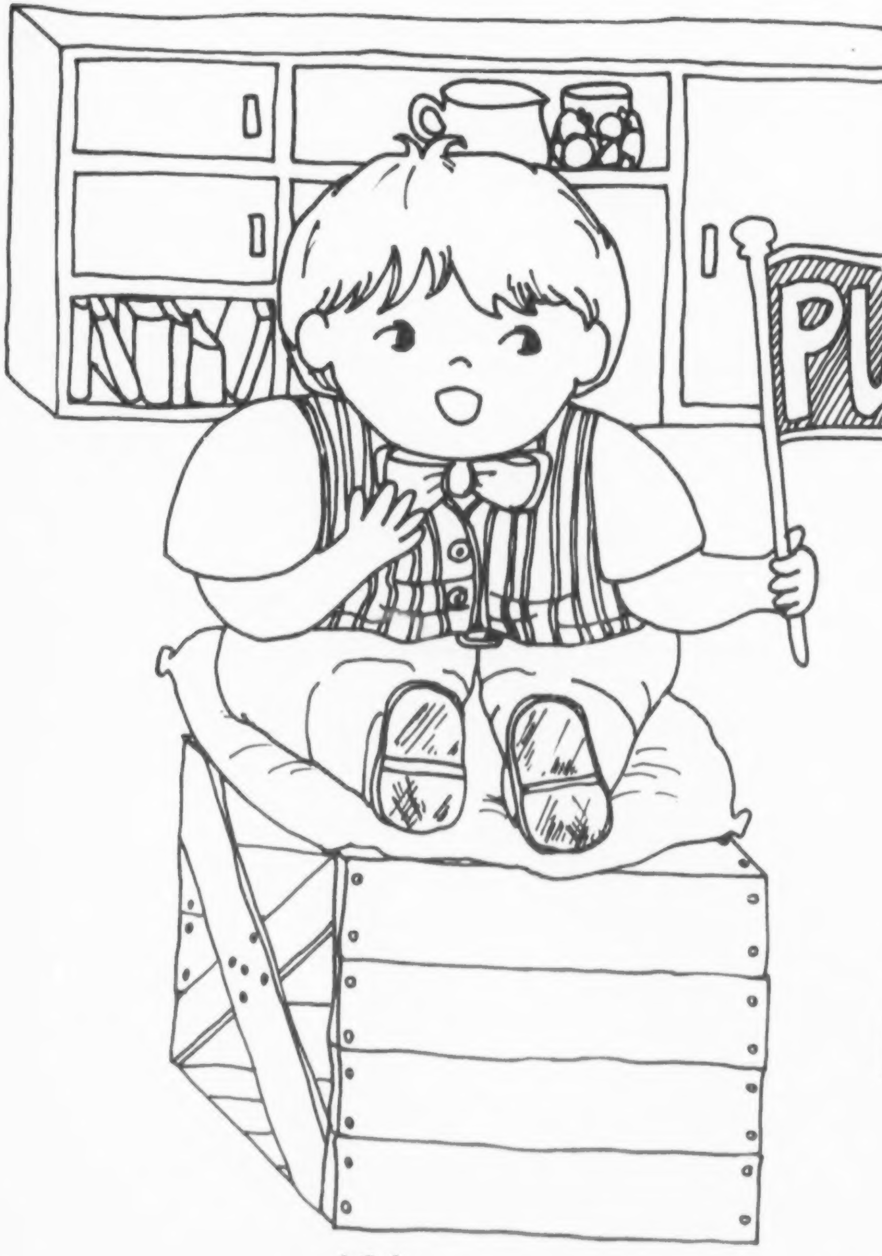

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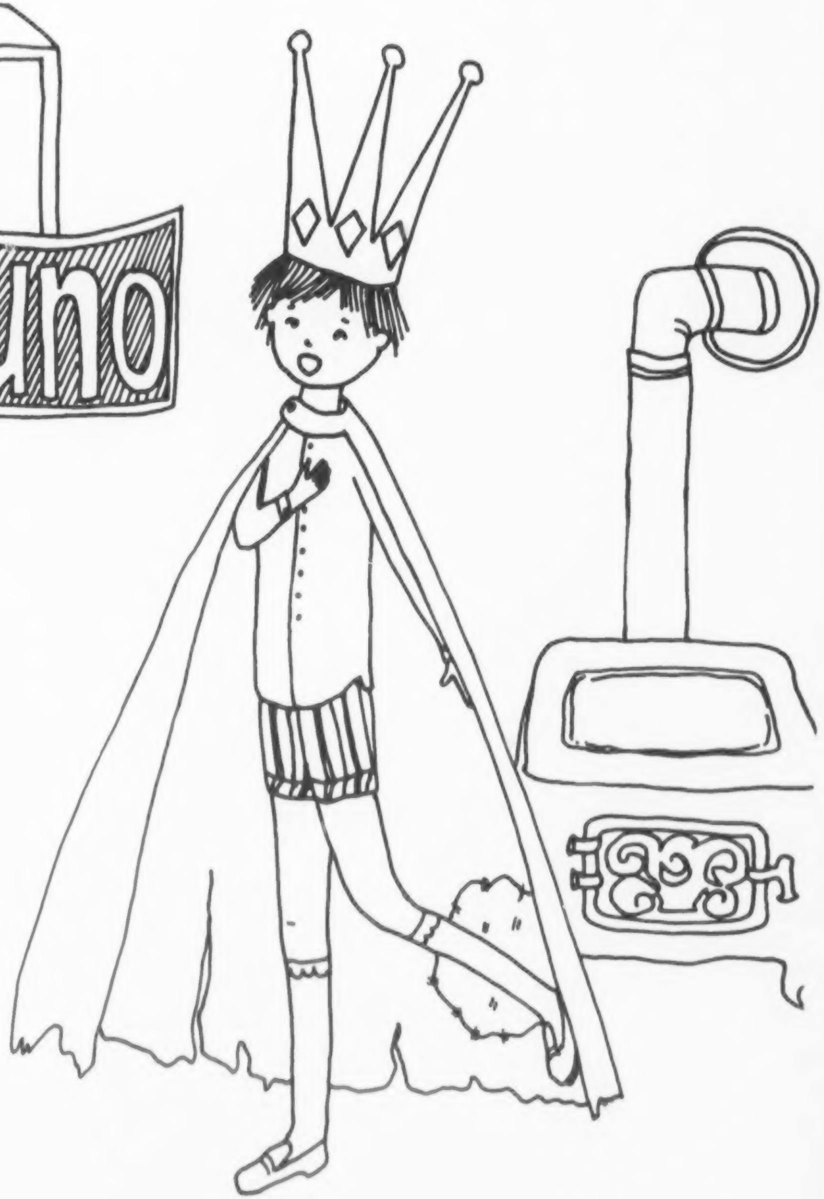

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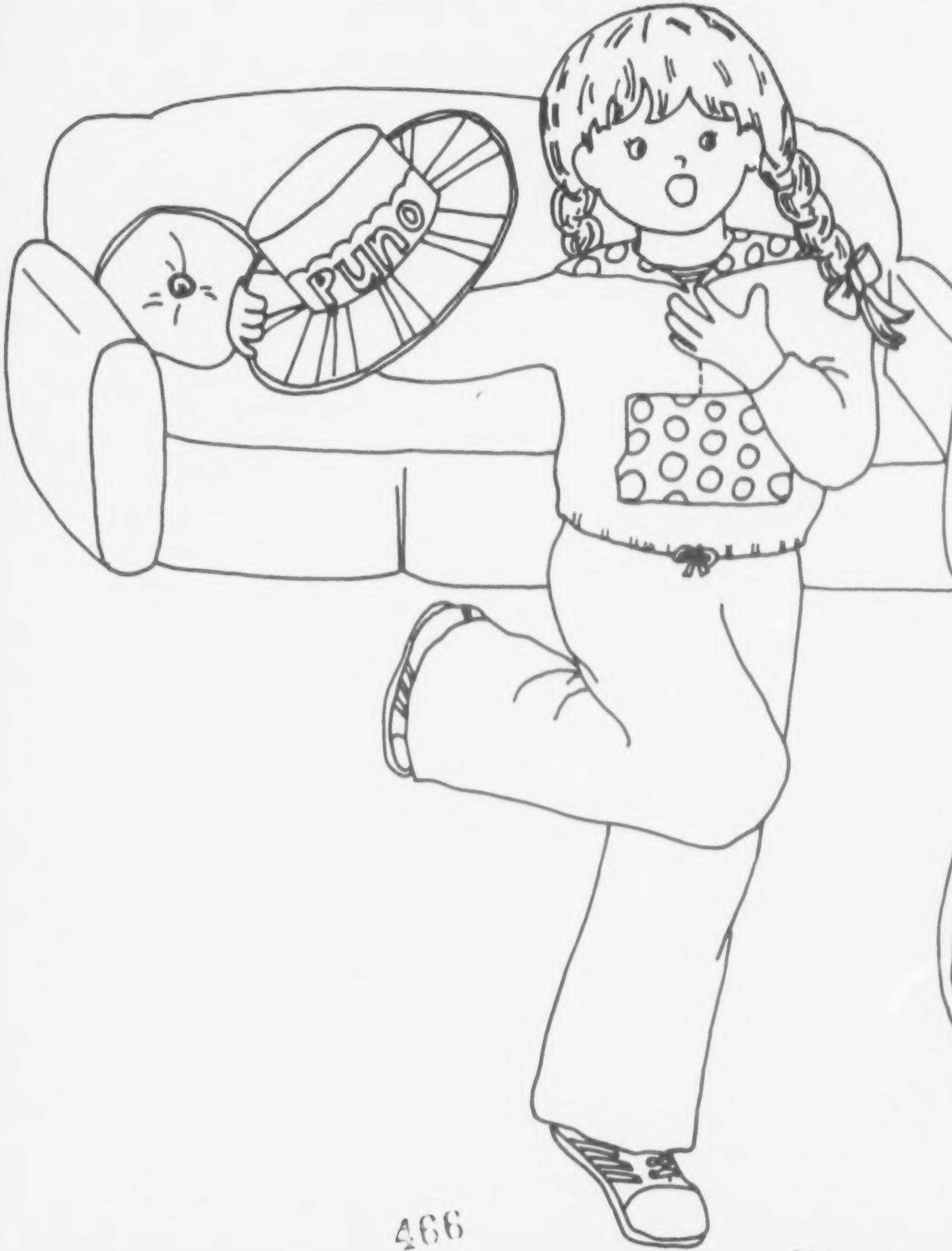

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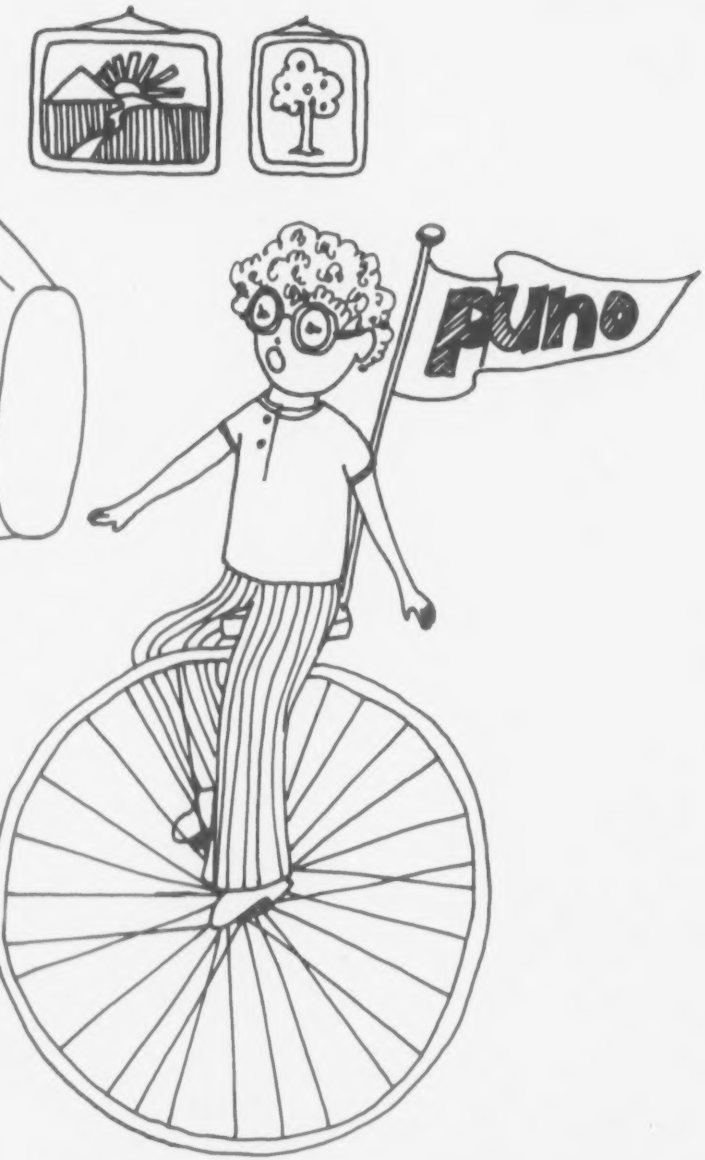

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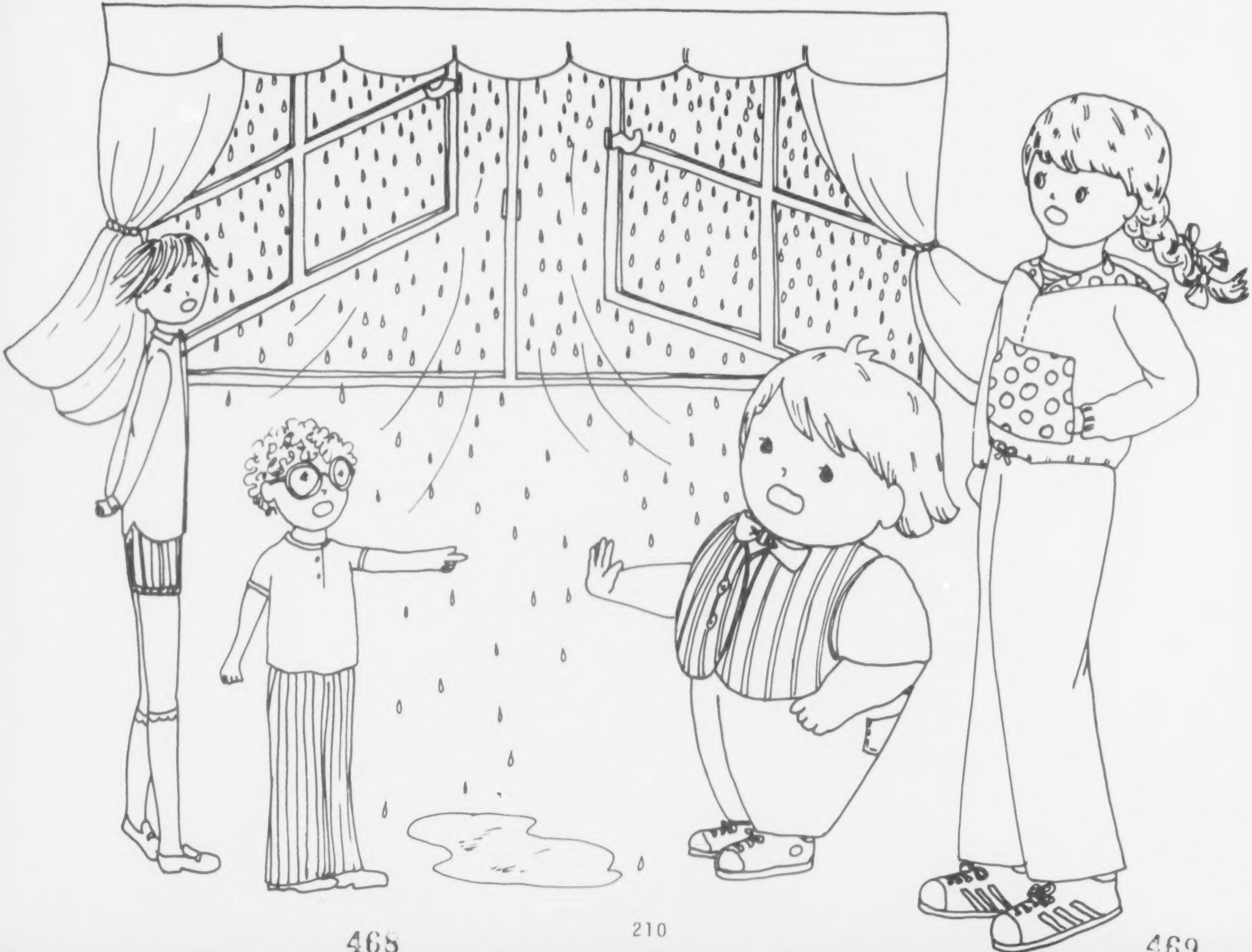

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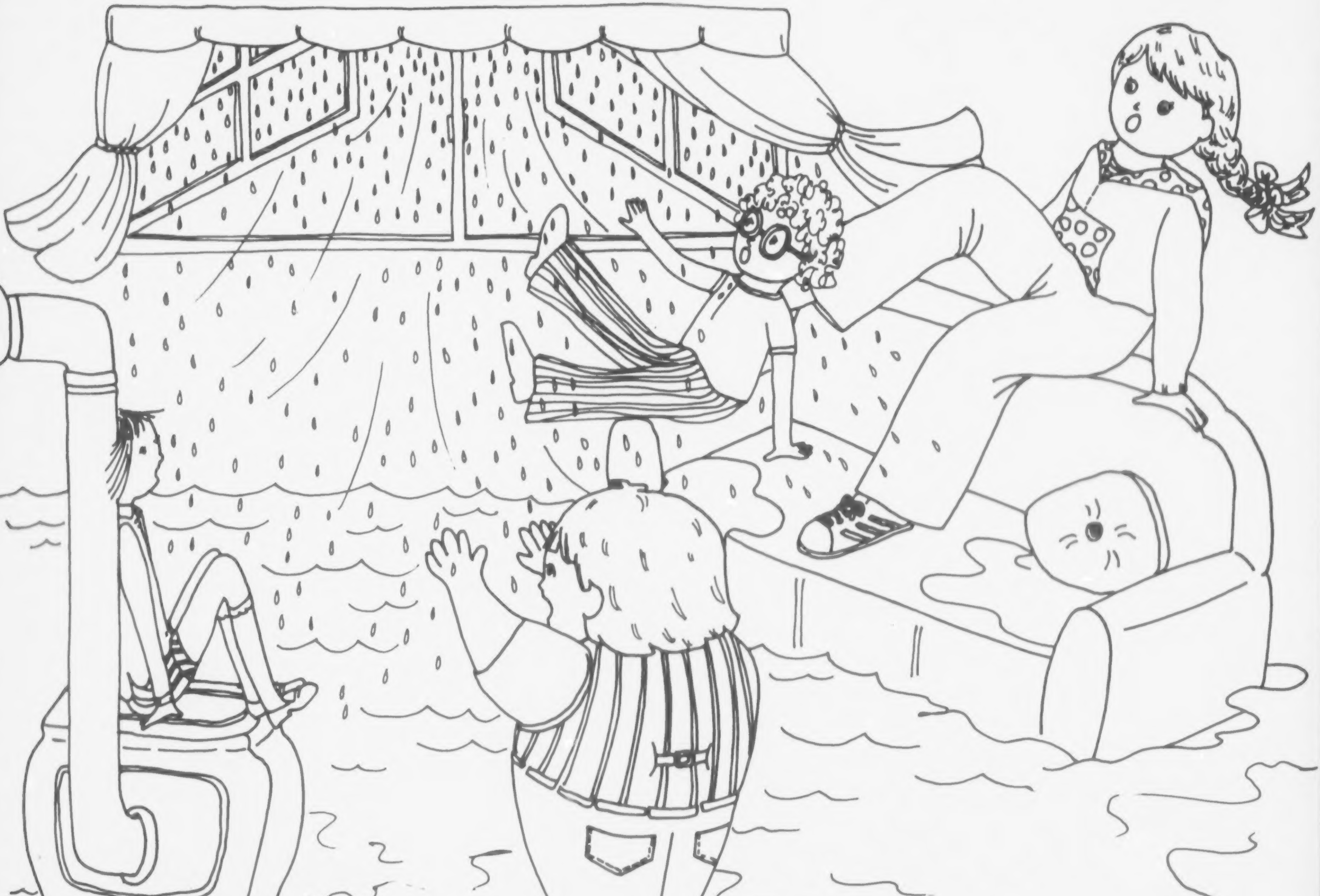
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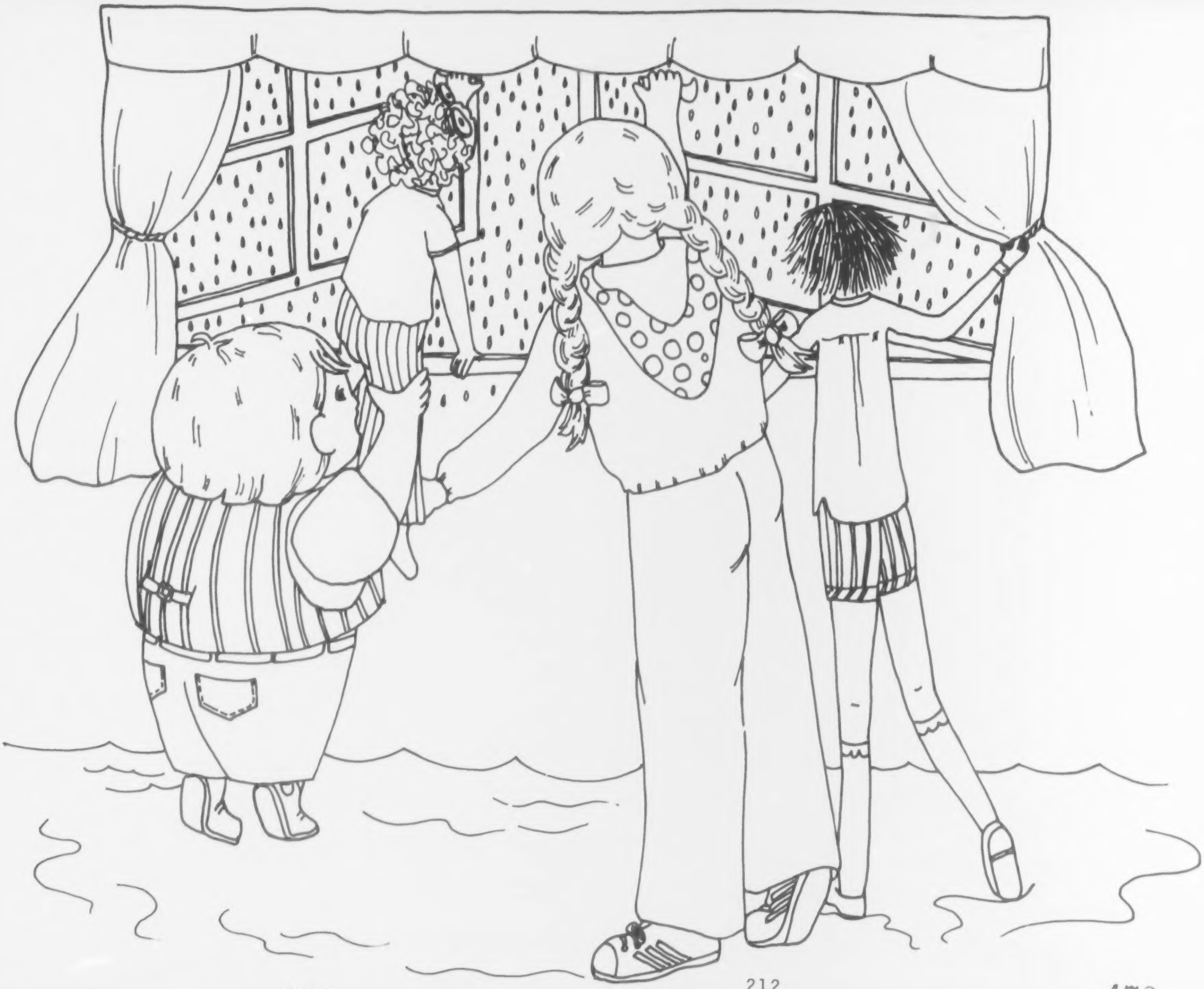

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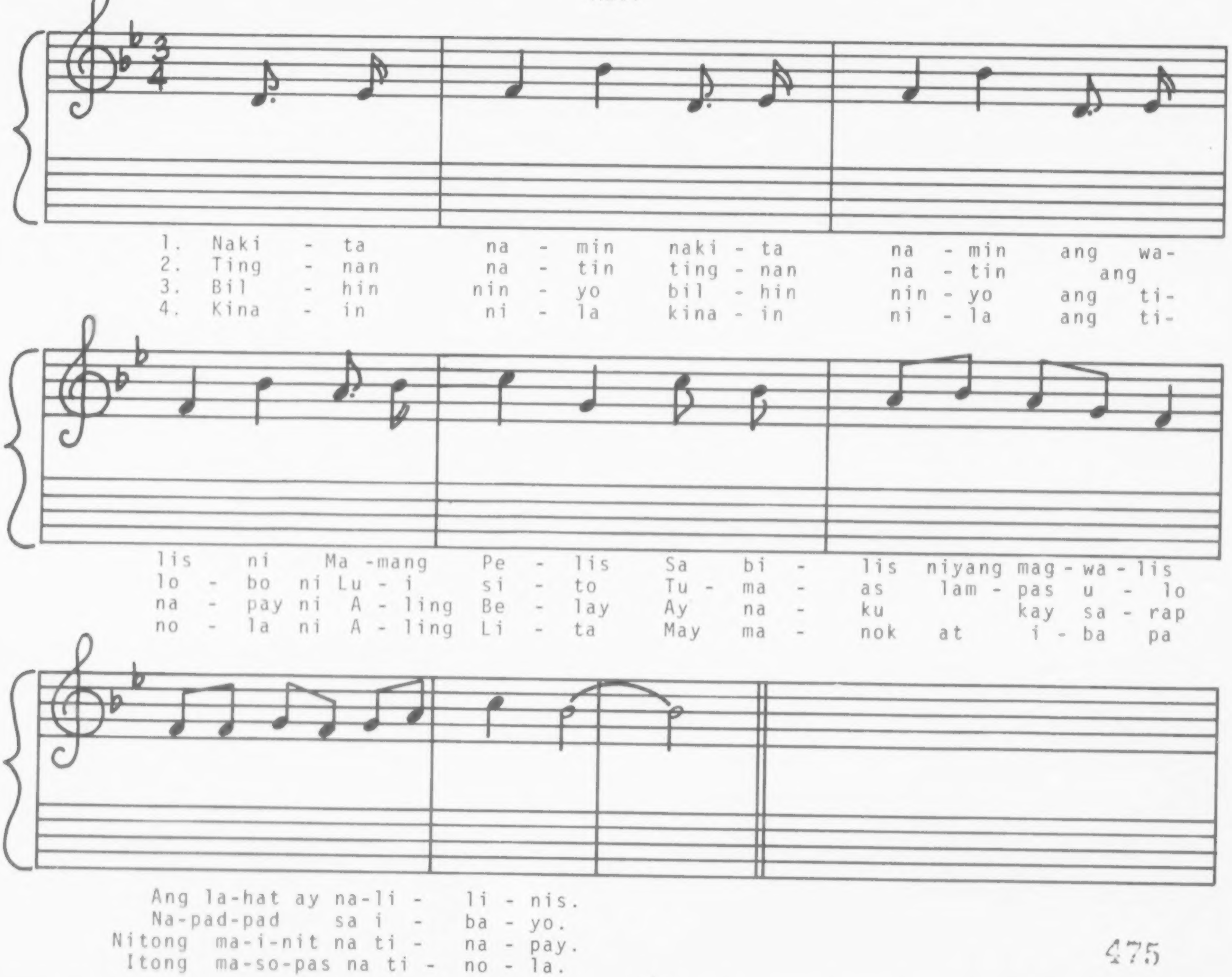
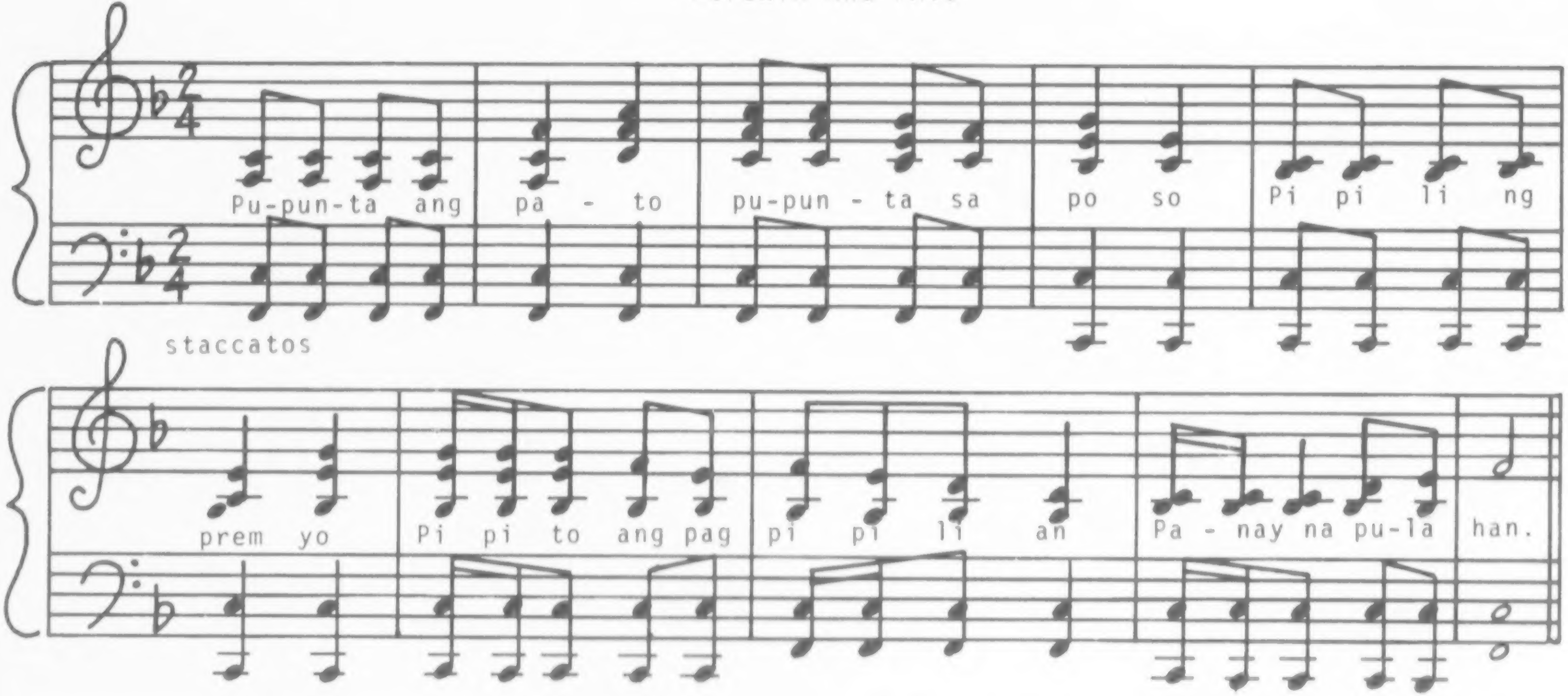
AWIT


1. Naki - ta na - min naki - ta na - min ang wa-
2. Ting - nan na - tin ting - nan na - tin ang
3. Bil - hin nin - yo bil - hin nin - yo ang ti-
4. Kina - in ni - la kina - in ni - la ang ti-
lis ni Ma -mang Pe - lis Sa bi - lis niyang mag - wa - lis
lo - bo ni Lu - i si - to Tu - ma - as lam - pas u - lo
na - pay ni A - ling Be - lay Ay na - ku kay sa - rap
no - la ni A - ling Li - ta May ma - nok at i - ba pa
Ang la-hat ay na-li - li - nis.
Na-pad-pad sa i - ba - yo.
Nitong ma-i-nit na ti - na - pay.
Itong ma-so-pas na ti - no - la.

PUPUNTA ANG PATO


Pu-pun-ta ang pa - to pu-pun - ta sa po so Pi pi li ng
staccatos
prem yo Pi pi to ang pag pi pi li an Pa - nay na pu-la han.

TEACHER MATERIALS FOR UNIT 3: COMMUNICATION

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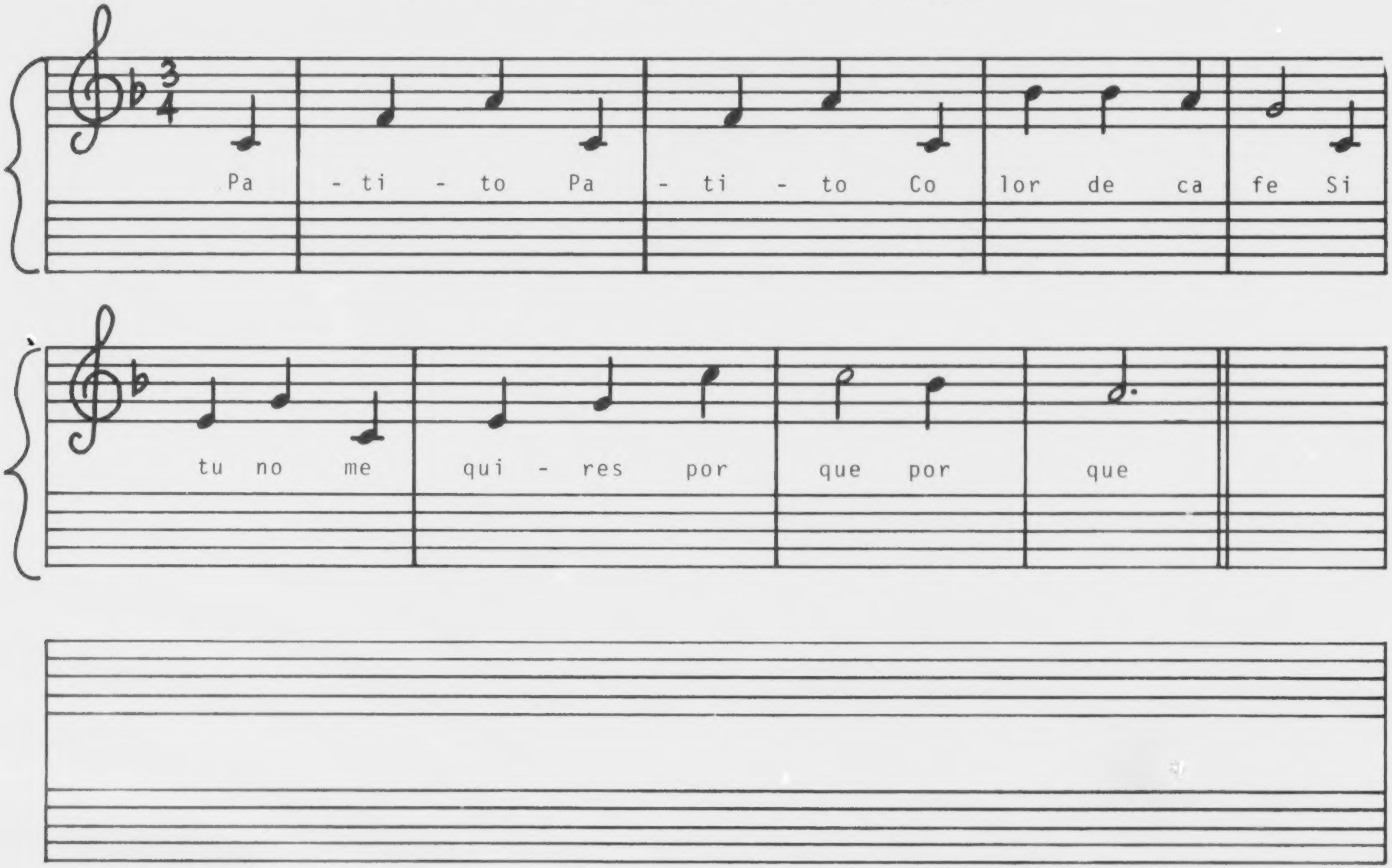
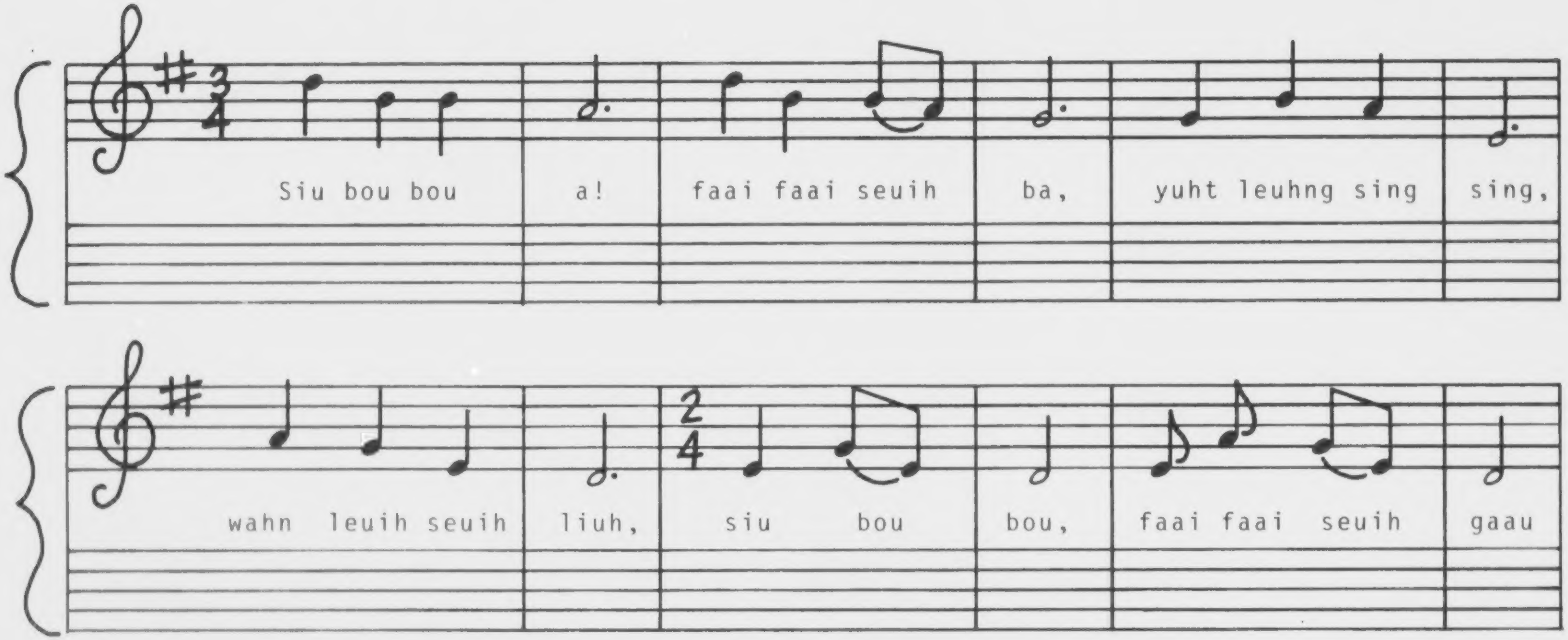
LOS PATITOS (THE LITTLE DUCKS - SPANISH)


Pa - ti - to Pa - ti - to Co lor de ca fe Si
tu no me qui - res por que por que

English translation:

Little duck, little brown duck
If you don't like me. Why? Why?

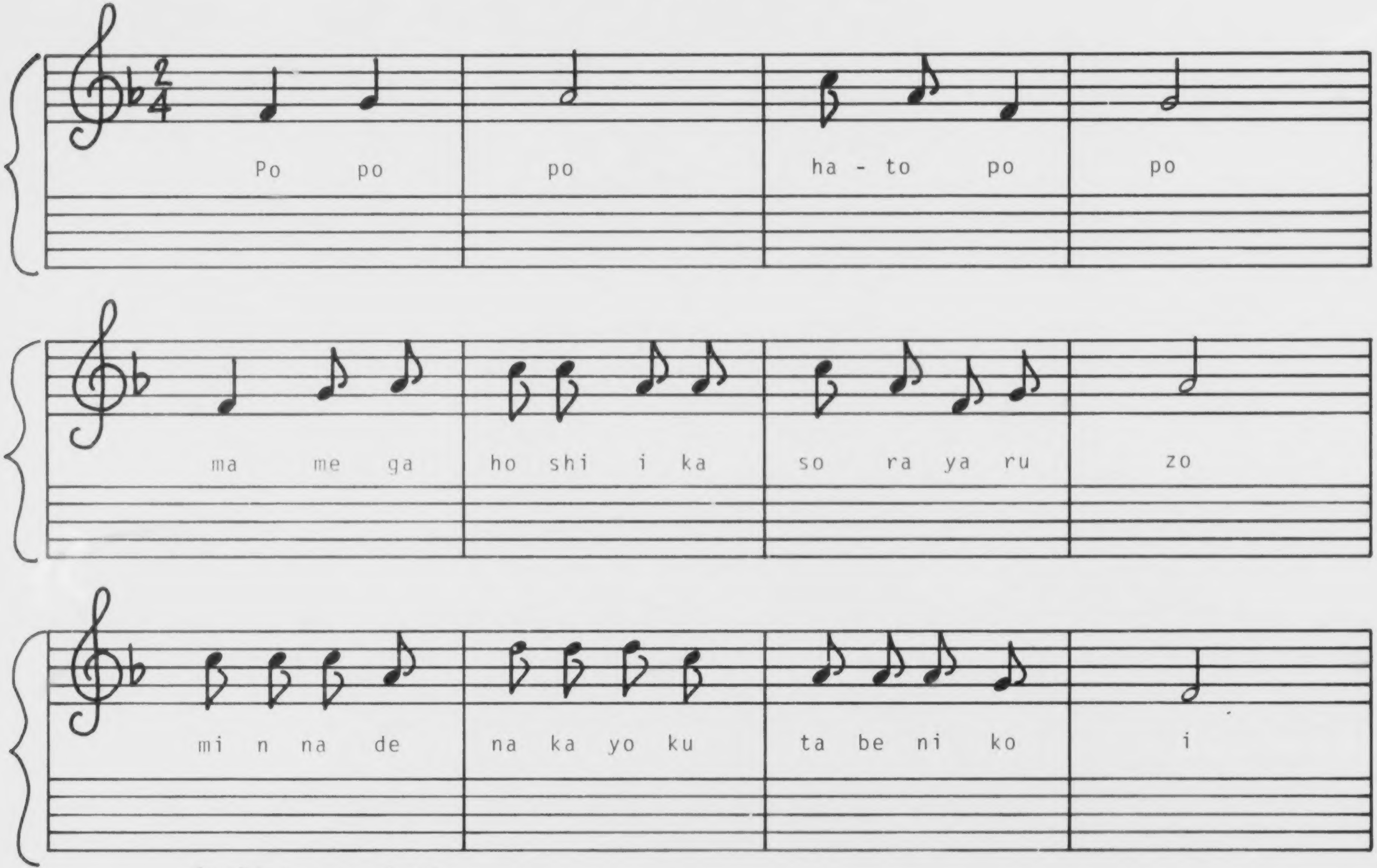
YIUH LAAHM KUK (LULLABY - CHINESE)


Siu bou bou a! faai faai seuih ba, yuht leuhng sing sing,
wahn leuih seuih liuh, siu bou bou, faai faai seuih gaau

English translation:

Little darling, hurry up and go to sleep
The moon and the stars, they are asleep in the clouds
Little darling, hurry up and go to sleep.

HATO (THE PIGEON - JAPANESE)


Po po
po
ha - to po
po
ma me ga
ho shi i ka
so ra ya ru
zo
mi n na de
na ka yo ku
ta be ni ko
i

English translation:

Come, pigeon,
and have some food.

APPENDIX

THE LANGUAGE USED IN THE DEVELOPMENT OF THE ASIAN AMERICAN BILINGUAL CENTER MATERIALS

Pilipino is still a developing language today. Because of this, a problem arises concerning the kind of Pilipino to be used in curriculum materials. In consideration of the language controversy among Filipino educators in the United States, the following is a discussion of the rationale upon which the Asian American Bilingual Center's position is based. After much research, debate and thought, the Center has chosen to use both the "maugnayin" terms which were developed by the National Science Development Board in the Philippines and the Manila "lingua franca," which is the generally used conversational Tagalog. A combination of the two is used in writing materials for teachers while the latter is used in writing materials for students.

Today, there are two trends in writing Filipino materials in the Pilipino language. The first consistently uses English-based terms which are spelled according to the Pilipino alphabet, e.g.:

- Ipinropos niya na iadap ito upang madibelop ang nasyonal aydentiti.

- Ang metod niya sa pagtuturo ay mahusay.

The second uses already developed but unused Pilipino terms and adopts newly developed ones, e.g.:

- Iminungkahi niya na gamitin ito upang malinang ang pambansang kasarinlan.

- Ang paraan niya ng pagtuturo ay mahusay.

One can clearly see that the examples for the first trend contain English-based terms spelled in Pilipino, e.g.:

ipinropos - (from proposed)
iadap - (from adopt)
nasyonal aydentiti - (from national identity)
metod - (from method)

In contrast, the second trend utilizes:

iminungkahi - (for proposed)
gamitin - (for adopt)
pambansang kasarinlan - (for national identity)
paraan - (for method)

It would not be surprising if the majority of the Filipino educators in the U.S. were to favor the first trend in writing Pilipino curriculum materials. The terms used in this brand of Pilipino seem familiar and easier to understand for the majority of us whose entire education was conducted in English.

For over fifty years now, the medium of instruction in the Philippine schools has been English. Therefore, a "tagalized English" is easier to use than what we call "deep Tagalog" or "malalim na Tagalog." The latter consists of terms used in Tagalog. Thus newly developed technical/scientific terms such as *dalubguro* for *professor, kaayusang adlaw* for *solar system,* have been looked upon with skepticism. As far as many educators are concerned, these are new "invented" terms which should not be used since they render learning difficult for children.

However, the use of terms not commonly used in Pilipino, "deep Tagalog," and the use of the newly developed "maugnayin" terms, if systematically applied, would give the Filipinos a consistent and a powerful national language within ten years. The idea is to start with what we have now, use it, and progressively develop it into an accepted national language. It is the acceptance and the popularization of the terms described above which will be the key in the full utilization of a national language not only for conversational purposes but also for the written expression of intellectual and creative thinking. It is the attitude of the people which is principal in the determination to establish a firm, consistent, and dynamic national language in the future.

Furthermore, the link between natural language development and the socio-historical development of a country should be recognized. The Philippines has gone through more than fifty years of U.S. colonization. Its social and political development have been principally U.S.-oriented. The entire Philippine educational system has been patterned after the American educational system. Our medium of instruction in schools has been in English and the Tagalog-based Pilipino has only recently been introduced as a subject in schools as a result of the adoption of a national language in 1935. To compound the problem, almost all regions in the Philippines have different dialects (87 in total). Thus, a child learned the different subjects in

English, learned the Tagalog-based Pilipino as a separate subject, and spoke his own dialect while at play or at home. A desire to develop a national language was not instilled in the students at all. To have a common language for Filipinos was not an important issue inasmuch as English was used in schools. Furthermore, English dictated occupational/social motivations for new Filipino graduates. Because English was used in business, politics and education, the desire to learn English and master it, including an American accent, became the desire of all children in schools. The introduction of teaching the vernacular in the 1st and 2nd grade levels in 1957 did not dramatically change this situation.

What is unfortunate in this situation is that in the Philippines today, there is a small group of people who can read and speak fairly comprehensible English and a great majority that expresses itself in this language with difficulty. At the same time, both of these groups cannot articulate well in their native tongues because of the neglect of, if not the deliberate attempts to prevent the growth of, our native dialects. As a result, English has become a status symbol while the native tongues lack status. English has also created a barrier between the elite who have economic and political power and the best education (which in the Philippine context means "Western Education") and the masses of Filipino people whose education is still limited. (Note: Illiteracy in the Philippines in the 1960's was still 20%.)

It is within this context that most educators in the U.S. are more open to the "tagalized English" or English-based Tagalog terms spelled in Pilipino. It is felt that learning new Pilipino terms will serve as an impediment to both the teaching and learning of Filipino children in America. Yet, as educators, we have a responsibility to recognize the recent developments in the Philippines. Now, after decades of an anomalous situation, efforts are being made to rectify the language situation in the Philippines. By 1980, it is projected the Pilipino will be widely used as the medium of instruction, though not in all subjects. It will take some time before the two languages, Pilipino and English, will assume equal status in Philippine society. The use of Pilipino as the medium of instruction in subjects like music and social studies is merely the first step. The time will come when Pilipino will be used equally in the so-called "technical subjects" such as math and science.

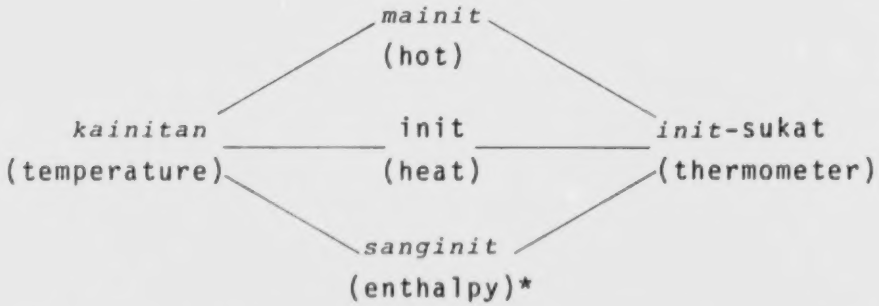
While it is not the task of Filipino educators in the U.S. to spearhead this change (which will necessarily be launched by the Filipino people in the Philippines themselves), for those of us who are developers and teachers of Filipino bilingual programs, we should welcome this eventuality and prepare for it by popularizing a more positive attitude about the usage of the "unused" Pilipino and newly developed "maugnayin" terms. Furthermore, our programs will always be dominated by immigrant

Filipino children and we should see to it that we are developing materials that are consistent with their language development. We should be more flexible and not allow our language to remain static. In particular, for those of us who are products of the old educational system in the Philippines, we must start from the perspective that our illiteracy in our own language is a handicap and not an advantage as we often think it to be. Teachers are not merely facilitators of learning, but should be tools for change and leaders in education. In the following pages, is an explanation of how maugnayin terms are developed. In this method, interconnections and interrelatedness are utilized; therefore, the association of ideas increases, thereby accelerating, not deterring, the learning process.

What is the "Maugnayin" Terminology?

The "maugnayin" terminology consists of the scientific and technical terms developed in the Philippines by the UNESCO-initiated Lupon sa Agham (Committee on Science) using the "maugnayin" approach. The maugnayin approach is a way of developing scientific and technical terms that would be consistently interrelated. The term "maugnayin" comes from the Tagalog root-word "ugnay," meaning connection or relation. With the prefix-suffix pattern ma-. . .-in (which has cognates in Visayan and the other dialects), the resulting term denotes "consistency and interrelatedness."

Let us consider the following English words: *heat, hot, temperature, thermometer* and *enthalpy*. These words are all related in concept. Yet when these words are first presented to students, they have to know the meaning of each word. However, if the Pilipino counterparts were used, the students could then see their consistent-interrelatedness.



*enthalpy - Gk, thalpein - to heat = sum of the internal energy of a body and the product of its volume multiplied by the pressure.

Among elementary school children, learning science concepts is achieved fastest when a "maugnayin" language is used as the teaching medium. The interconnections among "maugnayin" terminology increase the association of ideas, thereby accelerating the learning process. On the other hand, tentative results of experiments conducted by the Araneta University indicate that learning is retarded by using a "di-maugnayin" language medium, especially when used with children not born into the language. Many of us overlook this fact because we think about the learning process in terms of ourselves who already possess working knowledge of the English language.

The high degree of consistency of the Japanese language is the biggest single factor behind Japan's phenomenal progress in science and technology. In general, Japanese elementary school graduates know more science than their American or English counterparts. Look at the following terms: denki = electricity; the base is *den;* wa = conversation, po = information, kyu = something round, ko = light, jiki = magnetic function. If we put together *denwa,* this would have something to do with conversation by electricity, so that *denwa* is *telephone, denpo* is *telegram, denkyu* is *electric bulb, denko* is *lightning,* and *denjiki* is *electromagnet.*

Starting from Pilipino as we now have it, the Philippine national language should be intensively and scientifically developed. It should be based principally on Tagalog and secondarily on the other major Philippine dialects (some of which are based on foreign languages themselves); but it is the systematic application, acceptance and popularization of the new terms that will help us develop a more consistent language for our curriculum materials. Therefore, as the Center moves from the development of curriculum for kindergarten to higher grade levels, the language used in both the teacher and student materials will increasingly reflect the development of the Philippine national language.

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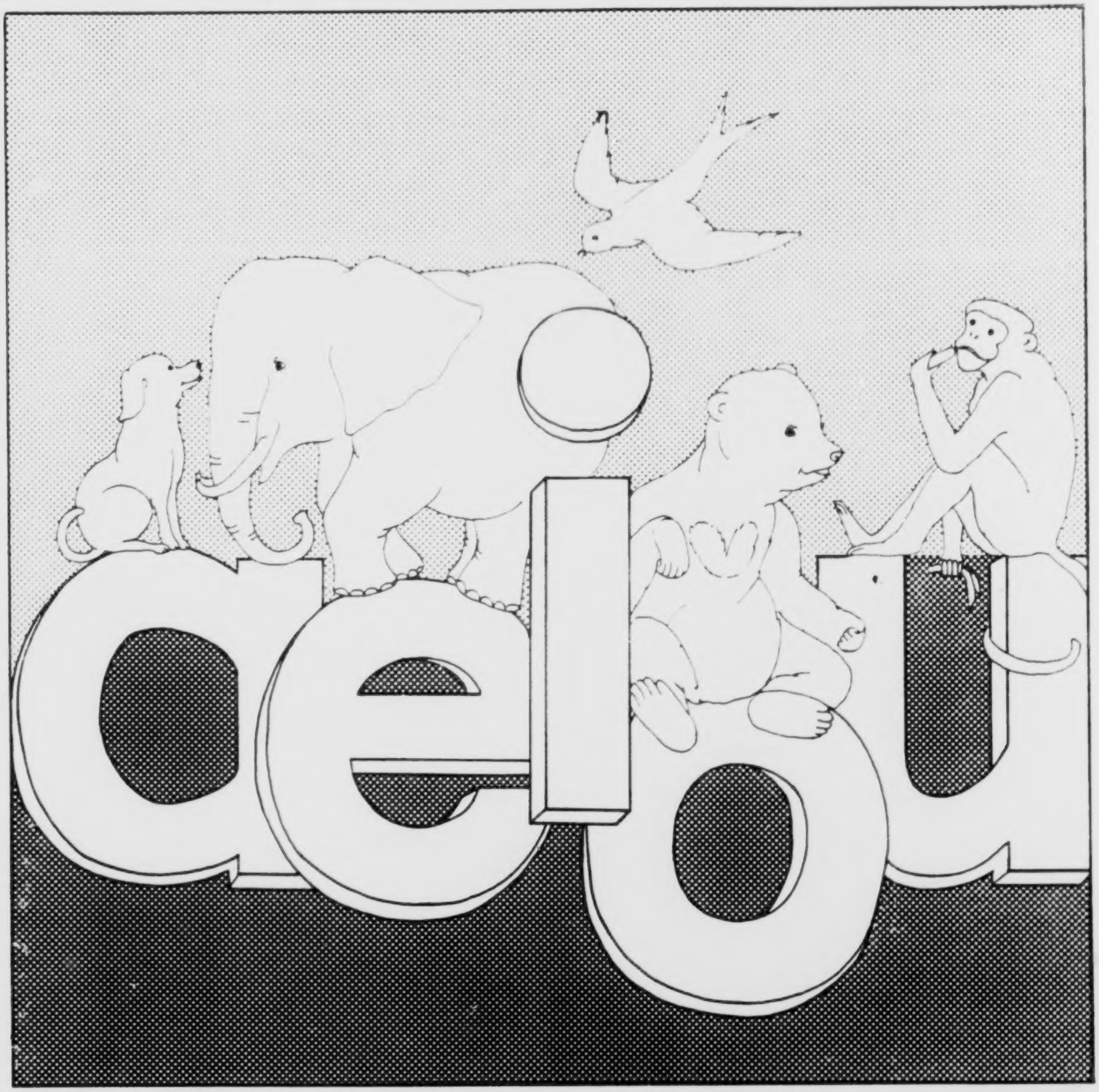
Sining ng Wika Pangkindergarten

Kindergarten Language Arts

Teacher's Answer Key

Pakikisalamuha
Interaction



ASIAN AMERICAN BILINGUAL CENTER

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Kindergarten Language Arts
Teacher's Answer Key

Interaction

ASIAN AMERICAN BILINGUAL CENTER
Berkeley, California

NATIONAL DISSEMINATION AND ASSESSMENT CENTER
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Berkeley, California

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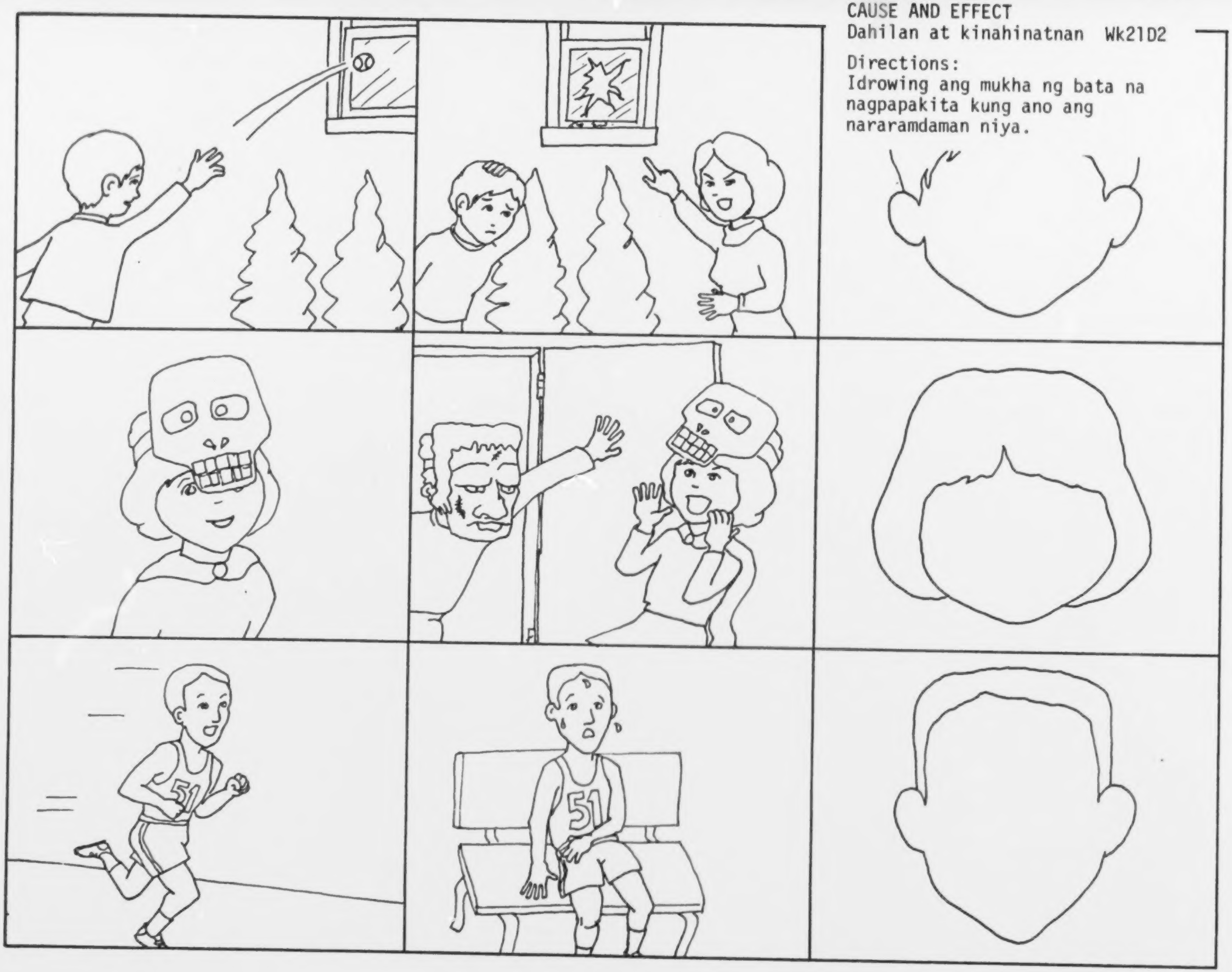
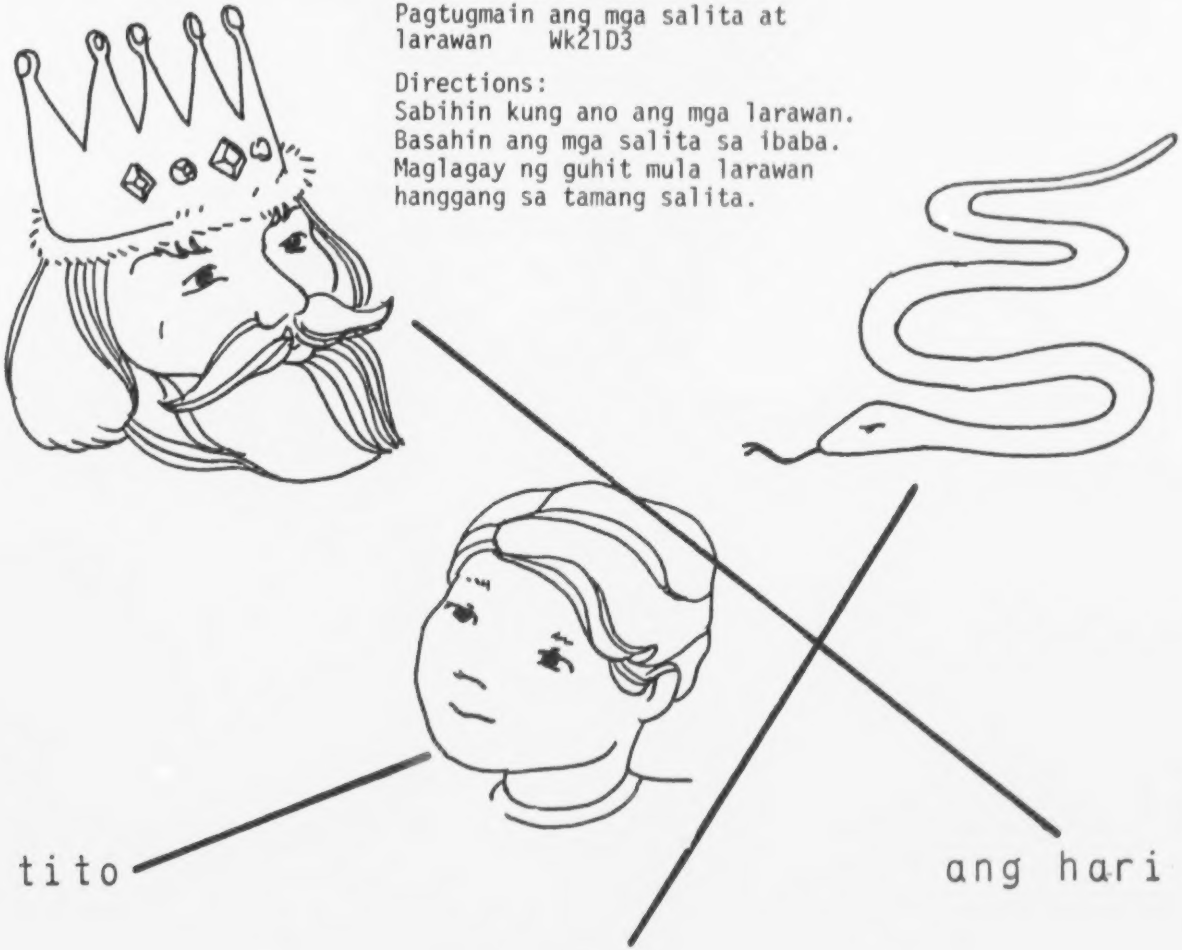
CAUSE AND EFFECT
Dahilan at kinahinatnan Wk21D2

Directions:
Idrowing ang mukha ng bata na nagpapakita kung ano ang nararamdaman niya.



MATCHING WORDS AND PICTURES
Pagtugmain ang mga salita at larawan   Wk21D3

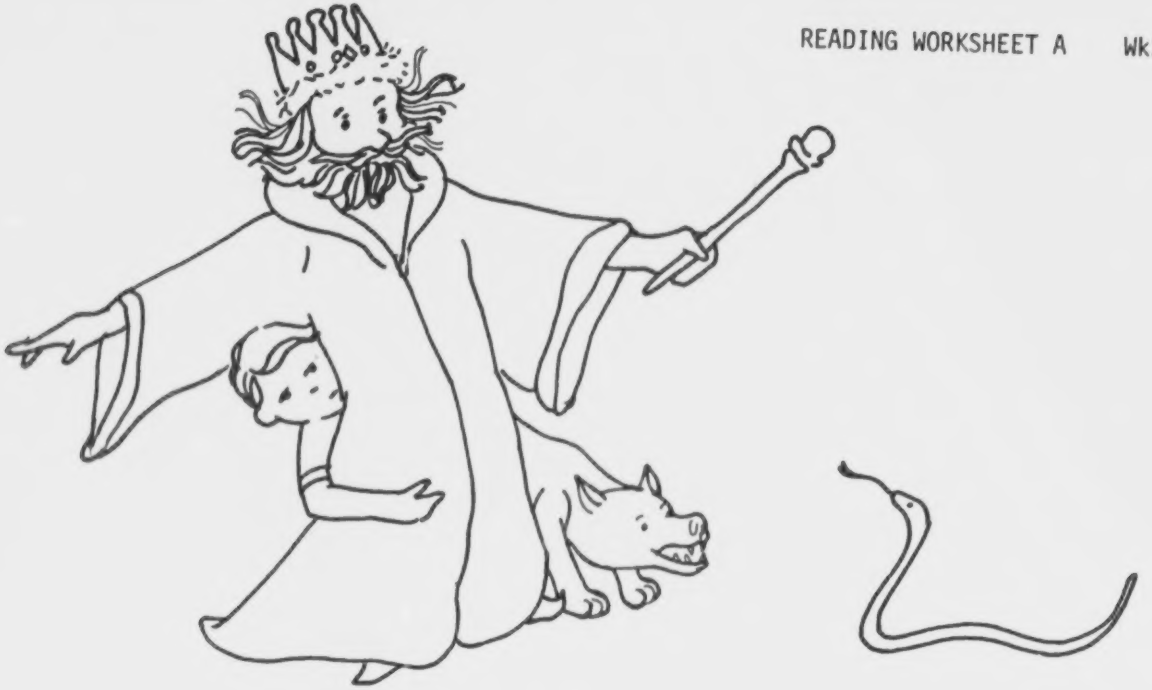
Directions:
Sabihin kung ano ang mga larawan.
Basahin ang mga salita sa ibaba.
Maglagay ng guhit mula larawan hanggang sa tamang salita.



si tito

ang hari

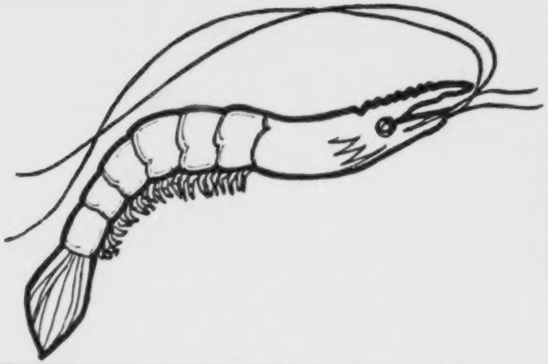
ang ahas



takot ang hari sa ahas

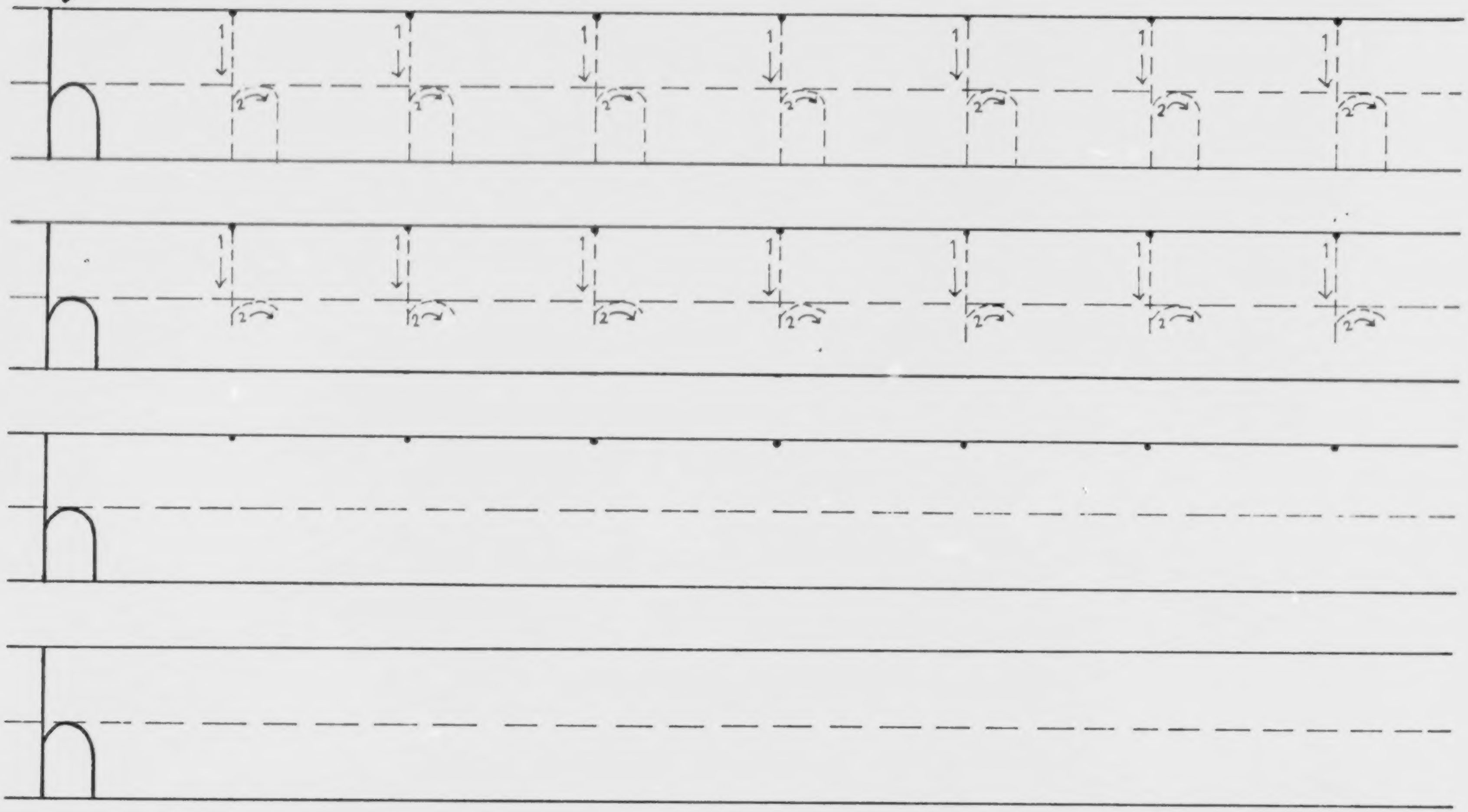
takot si tito sa ahas

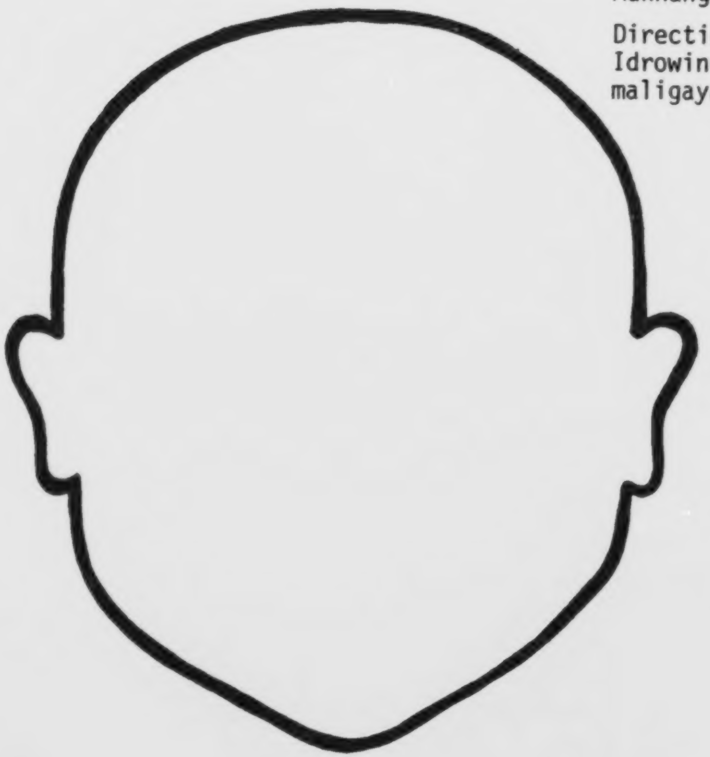
takot ang aso sa ahas



h

WRITING WORKSHEET: h Wk21D4





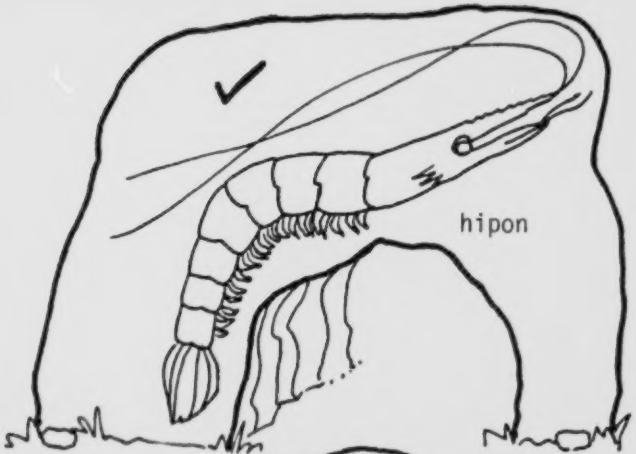
BLANK FACE
Mukhang walang katangian   Wk21D5

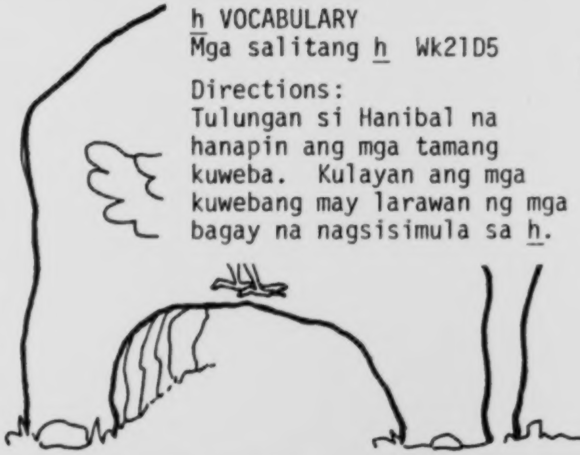
Directions:
Idrowing ang inyong sarili kung ~~kayo~~'y maligaya, malungkot, galit, etc.

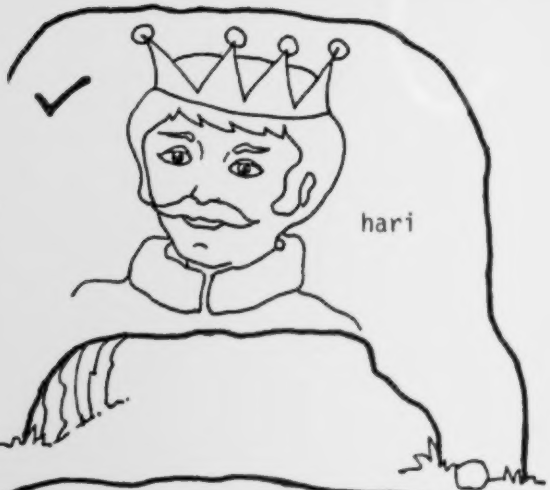
h VOCABULARY

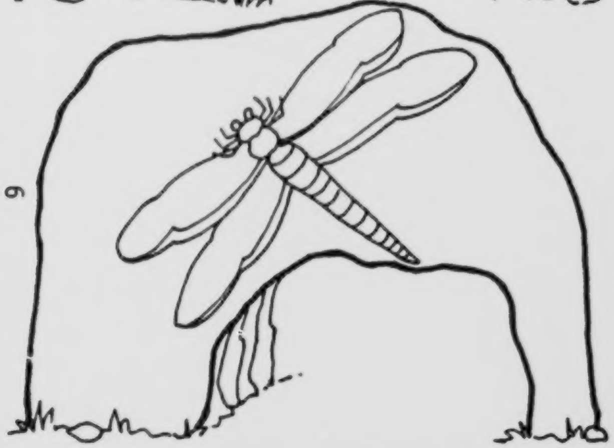
Mga salitang h Wk21D5

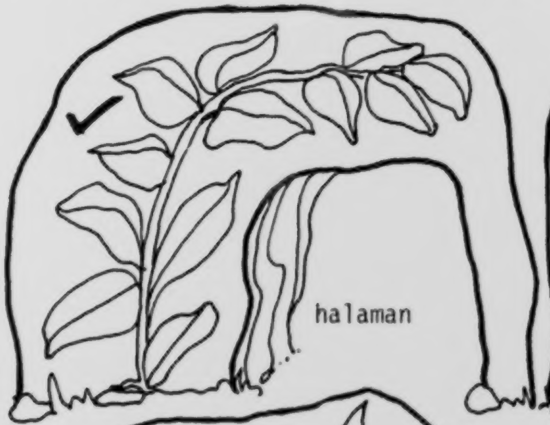
Directions:
Tulungan si Hanibal na hanapin ang mga tamang kuweba. Kulayan ang mga kuwebang may larawan ng mga bagay na nagsisimula sa h.

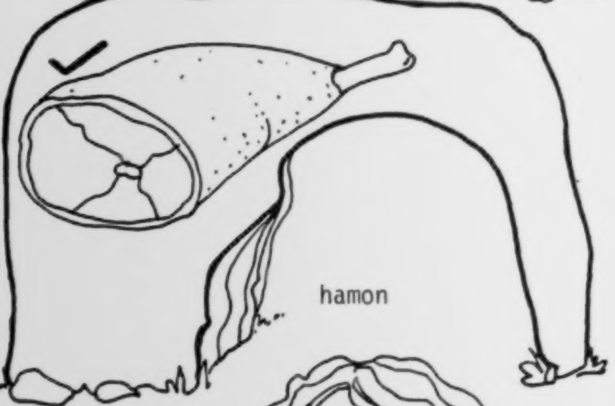


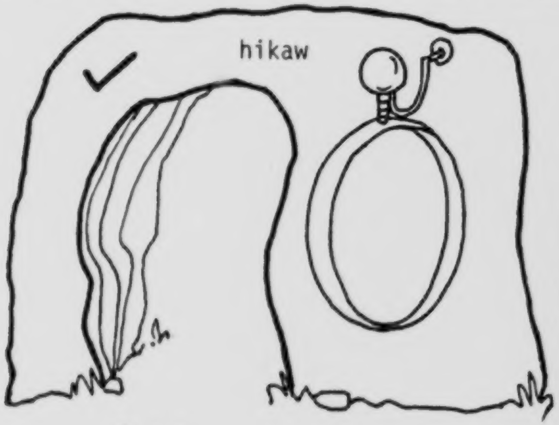


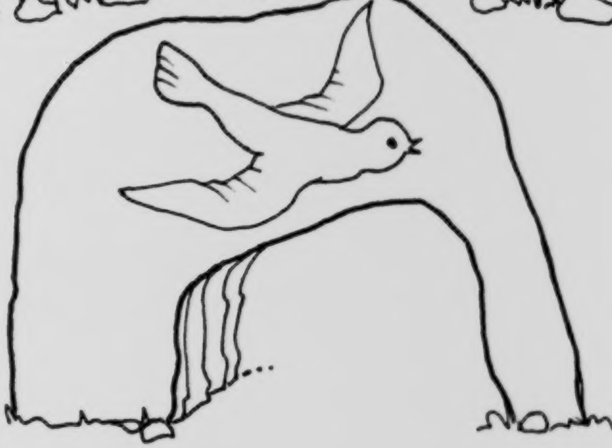


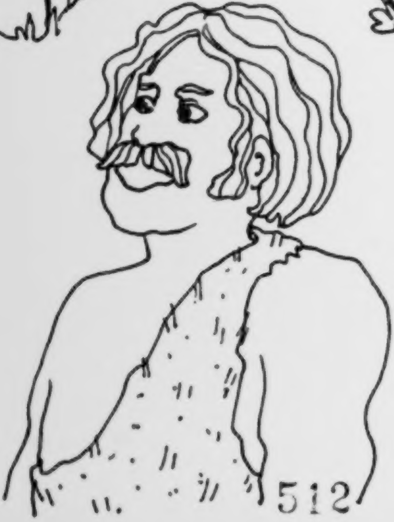


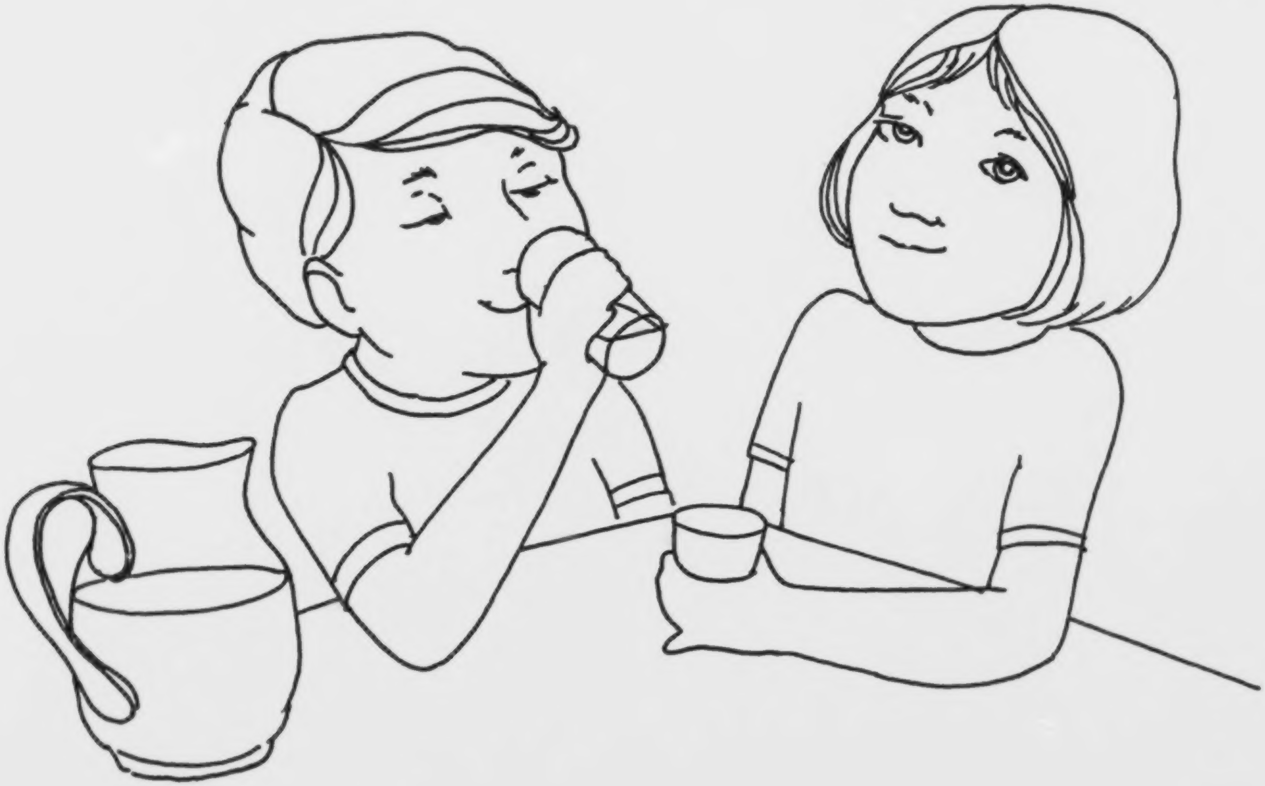




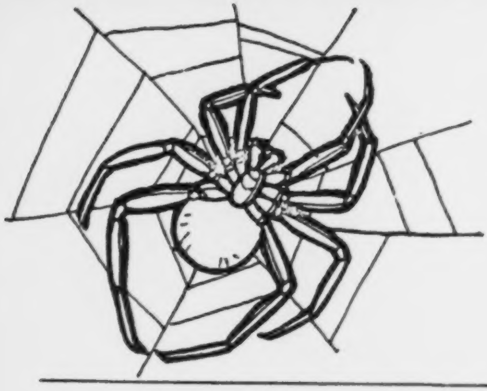






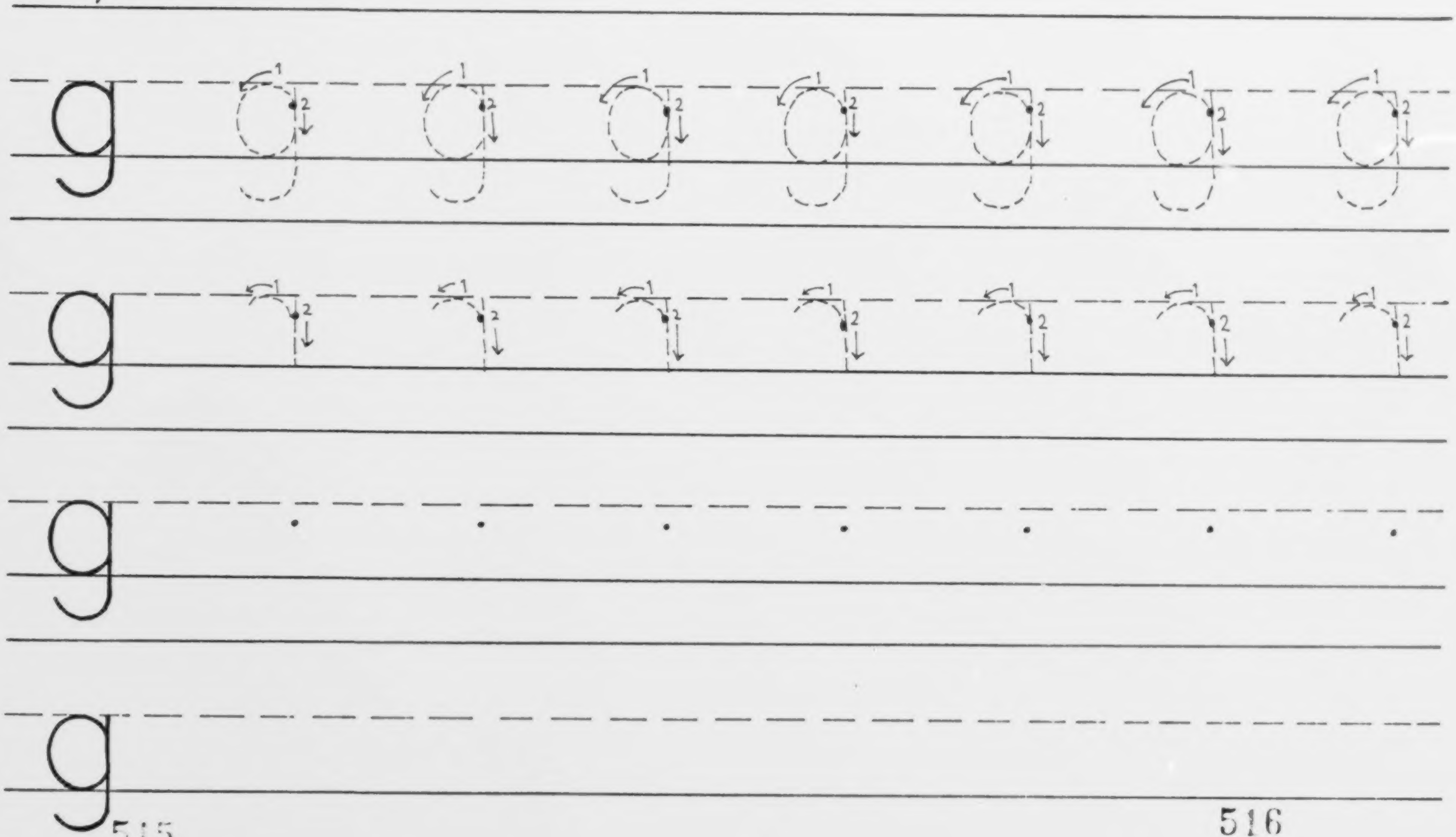


gusto ni tito ng gatas
gusto ni nina ng gatas
gusto ko rin ng gatas
nasa mesa ang gatas



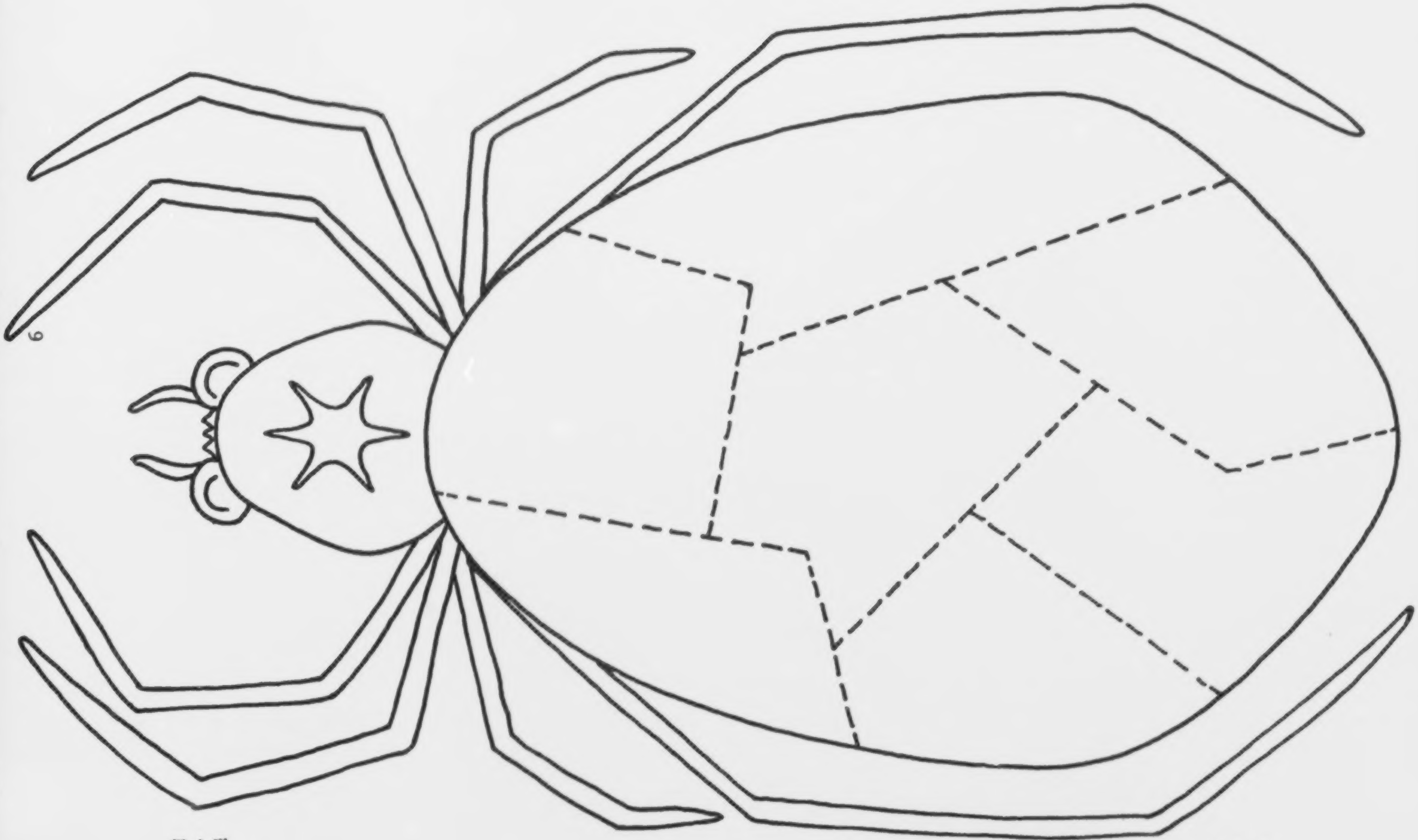
g

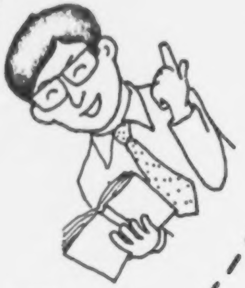
WRITING WORKSHEET: g Wk22D4



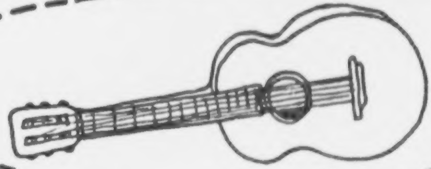
SPIDER PUZZLE
Palabuuan ng gagamba Wk22D5

Directions:
(See directions given in the activity)

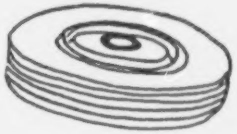




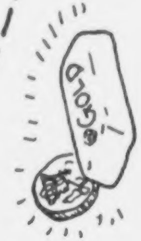
guro



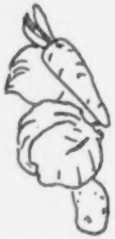
gitara



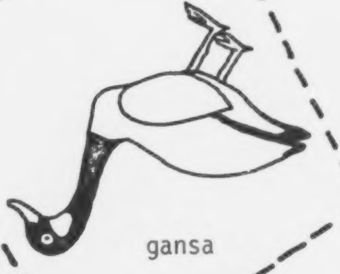
gulong



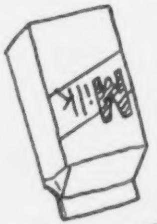
ginto



gulay



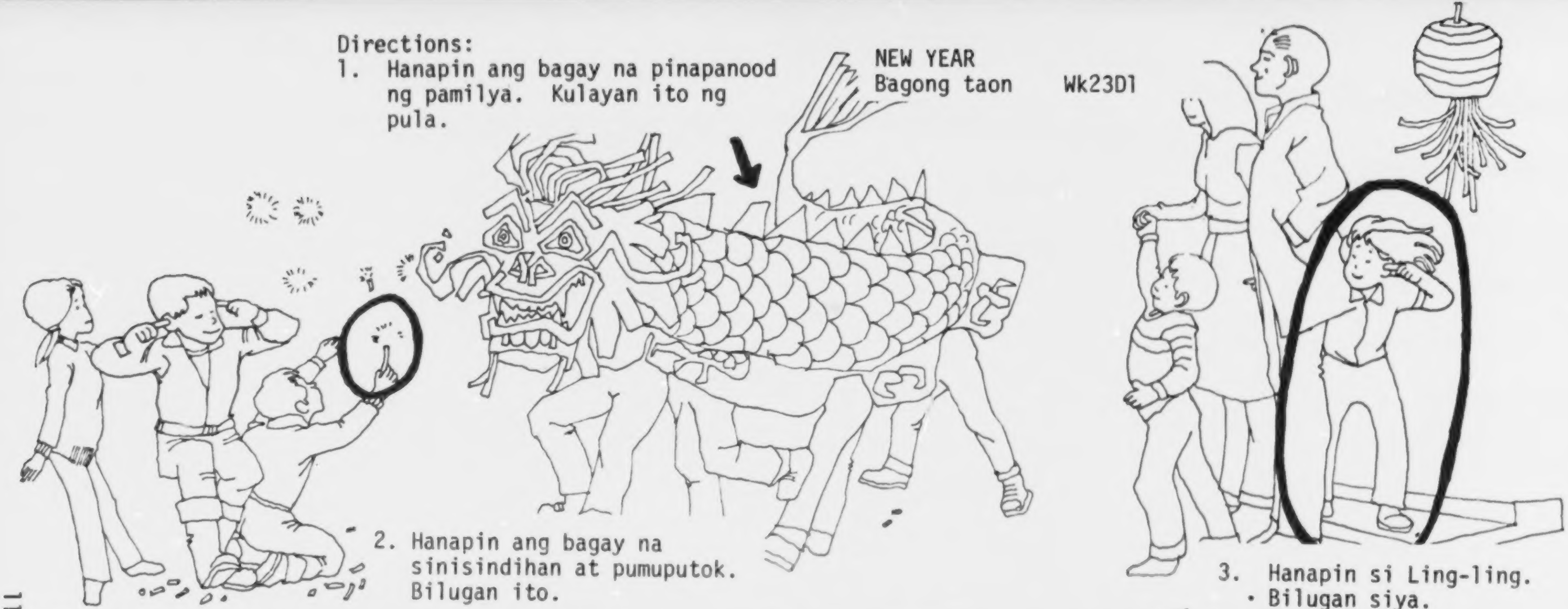
gansa



gatas

NEW YEAR
Bagong taon   Wk23D1

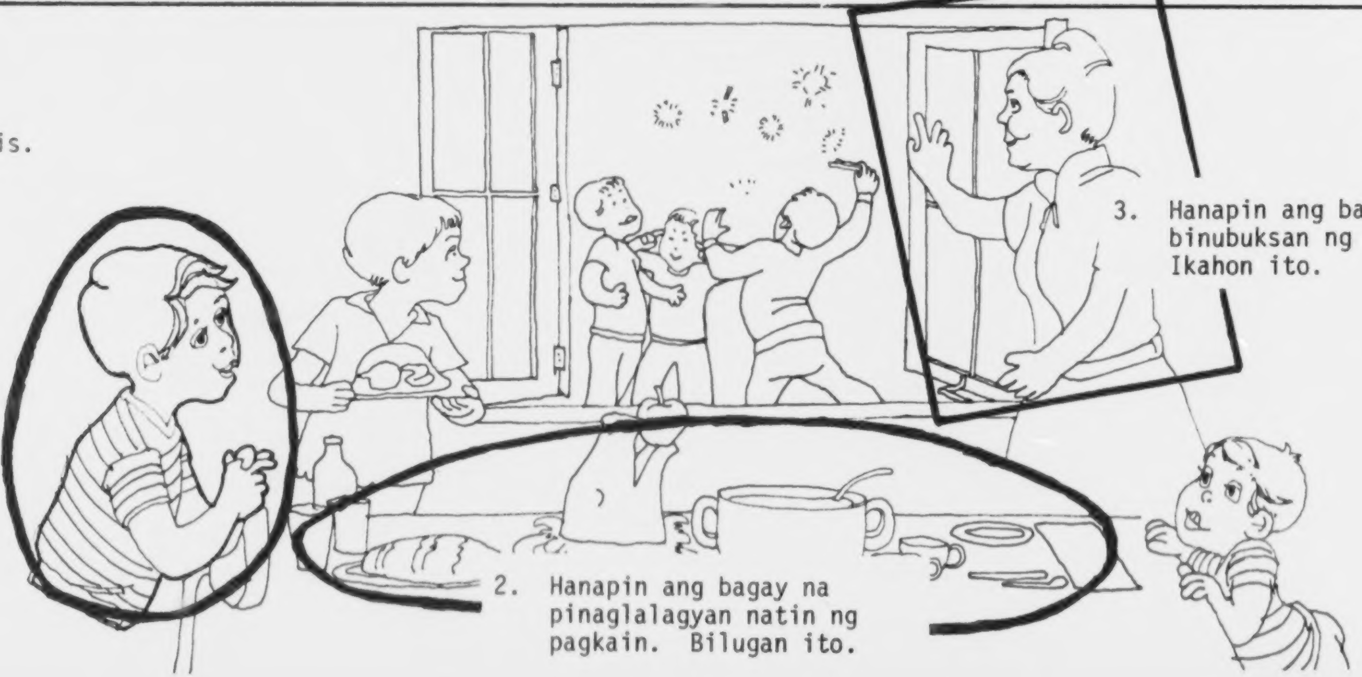
Directions:
1. Hanapin ang bagay na pinapanood ng pamilya. Kulayan ito ng pula.



2. Hanapin ang bagay na sinisindihan at pumuputok. Bilugan ito.

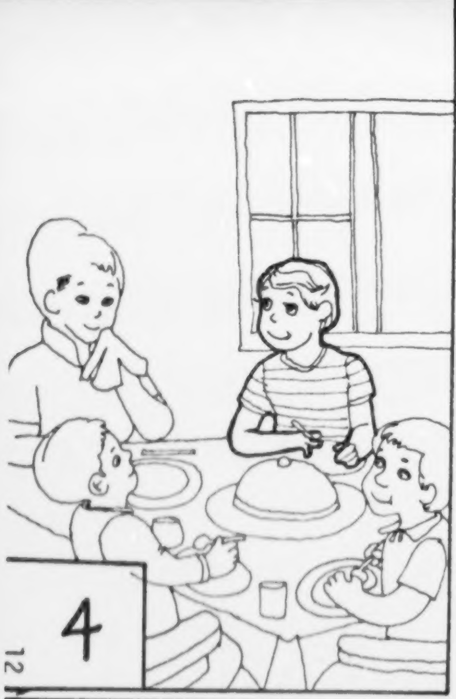
3. Hanapin si Ling-ling. Bilugan siya.

1. Hanapin si Luis. Bilugan siya.



2. Hanapin ang bagay na pinaglalagyan natin ng pagkain. Bilugan ito.

3. Hanapin ang bagay na binubuksan ng nanay. Ikahon ito.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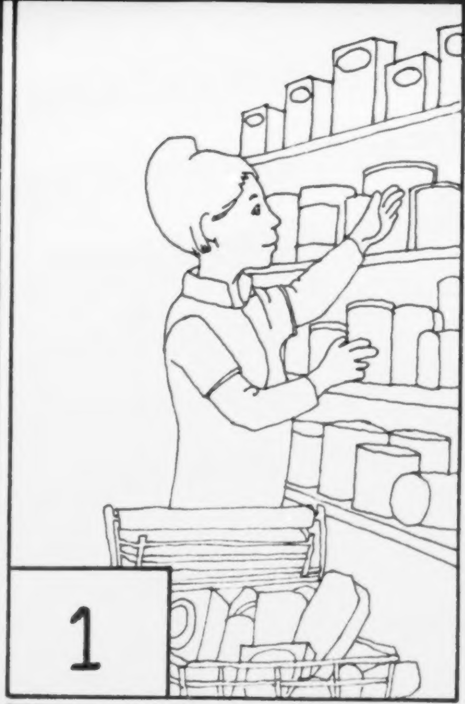
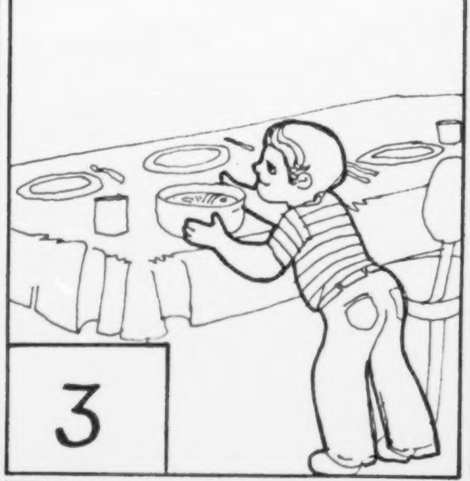

1

MAIN IDEA
Panguhahing kaisipan Wk23D2

Directions:
(See directions given in the activity)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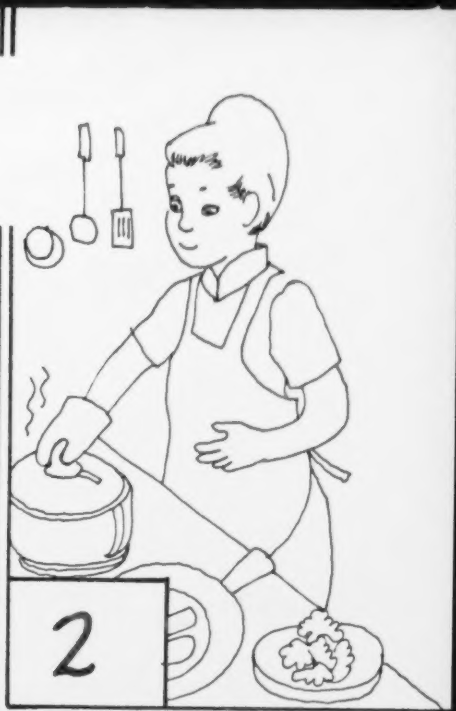
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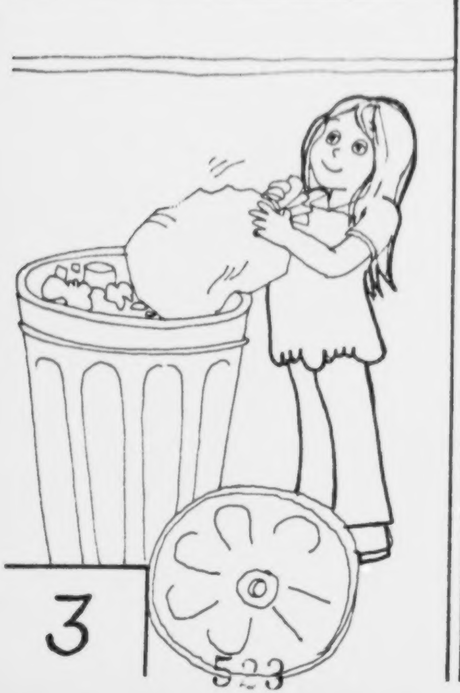
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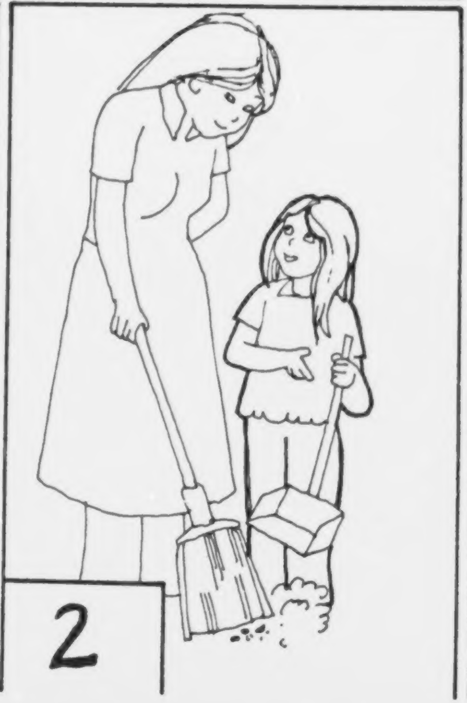
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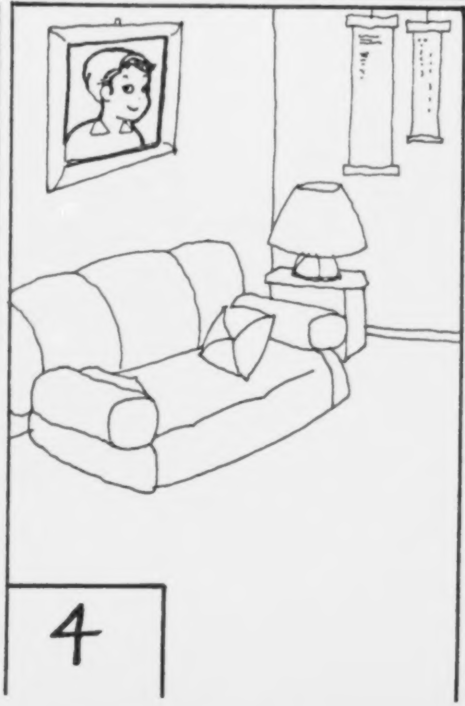
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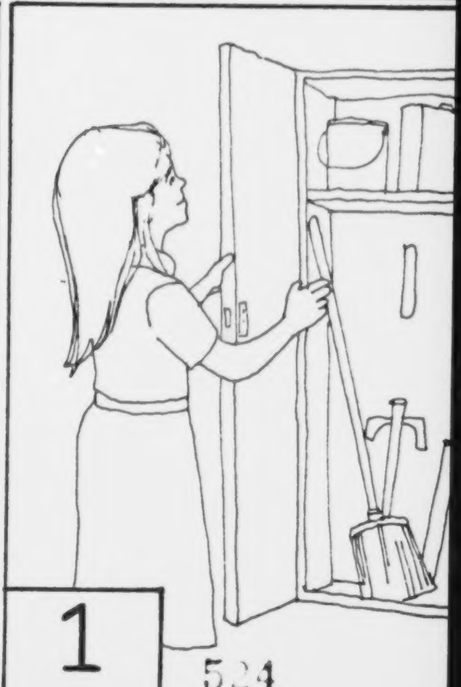
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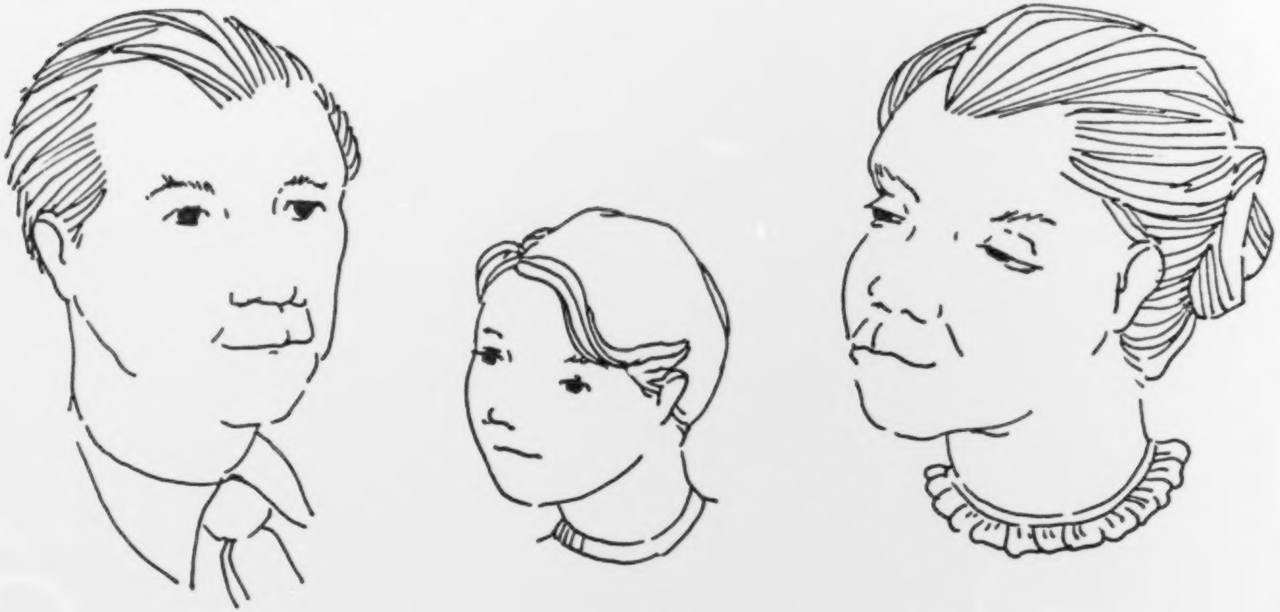
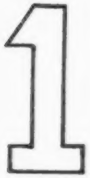


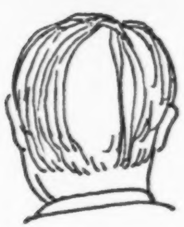
eto ang lolo at lola ni luis

saan ang lolo at lola mo

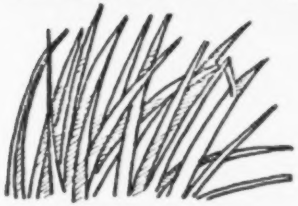
NV WORKSHEET 1 Wk23D5



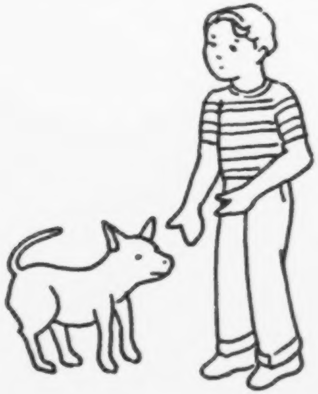
isa



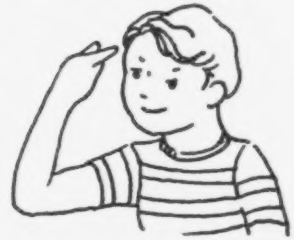
ulo



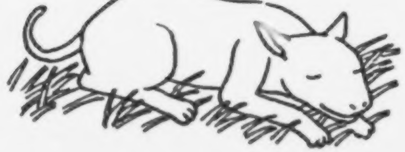
damo



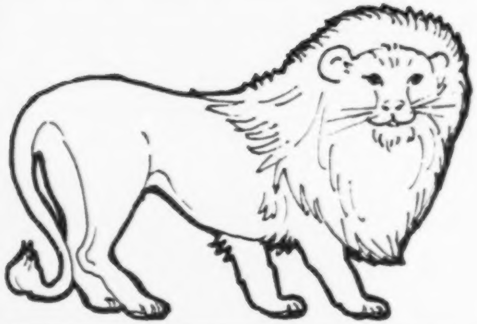
isa ang aso ko



eto ang ulo ko



nasa damo ang aso



l

WRITING WORKSHEET: 1 Wk23D5

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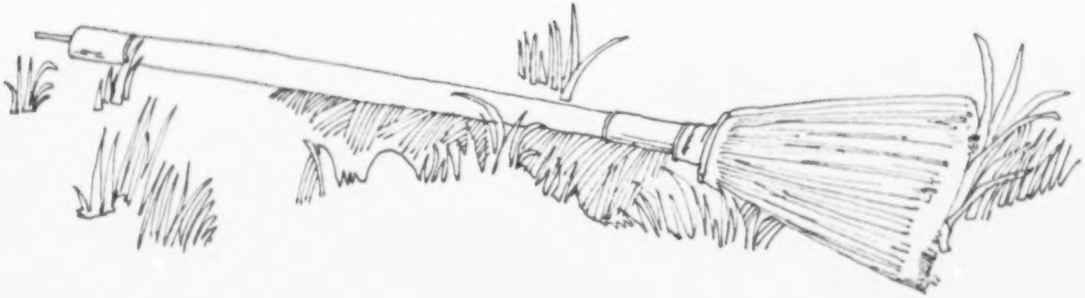
lo lo lo lo

lo la lo la

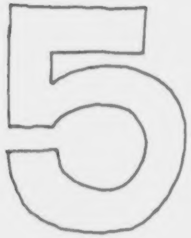
READING WORKSHEET D Wk24D3



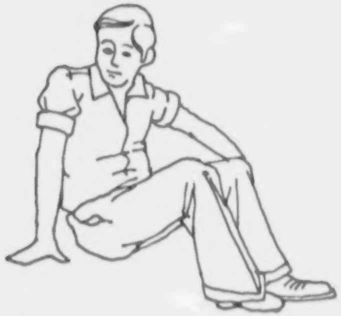
isa ang walis sa damo

walis ng lola ni luis ito

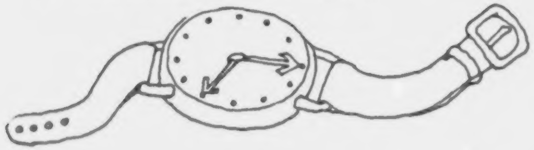
NV WORKSHEET 2 Wk24D4



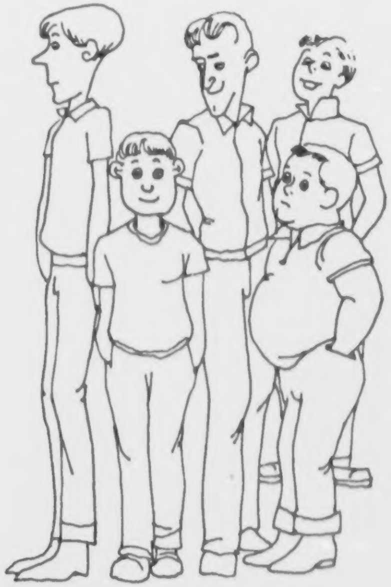
lima



tao

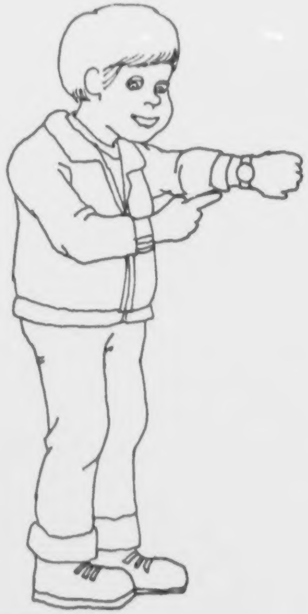


relo



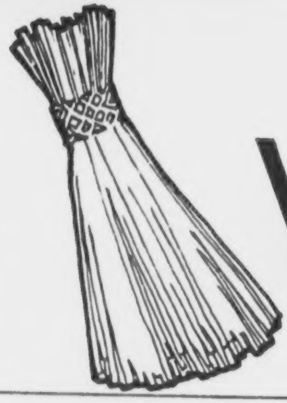
lima ang tao dito

533



relo ko ito

534



W

WRITING WORKSHEET: w Wk24D4

w

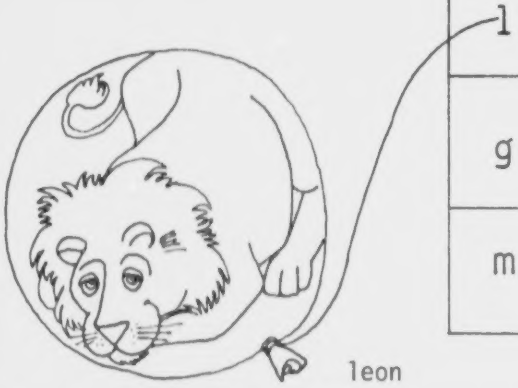
w

walis walis

walis

BALLOONS
Mga lobo Wk24D5

Directions:
Idrowing ang tali mula sa lobo hanggang sa simulang tunog ng salita.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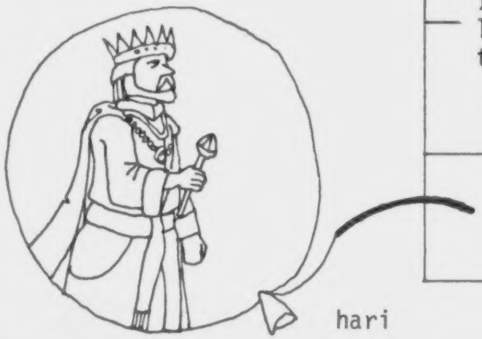
hari

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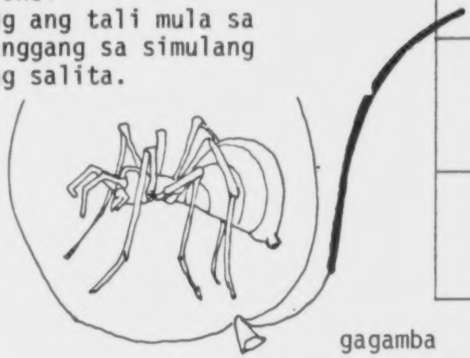
h


gagamba

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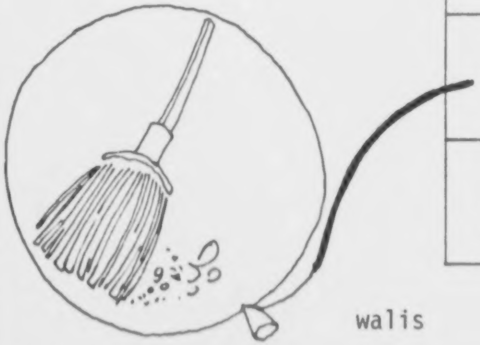
n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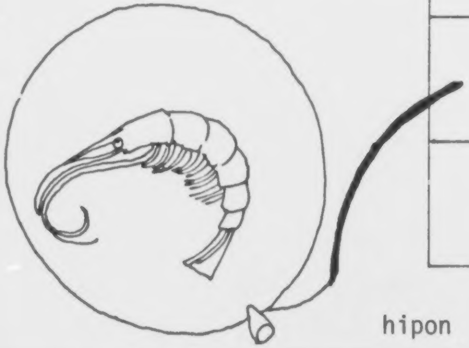
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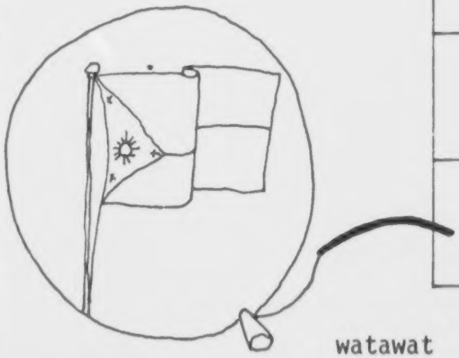
watawat

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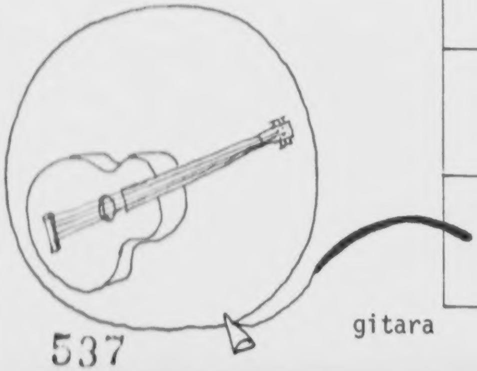
gitara

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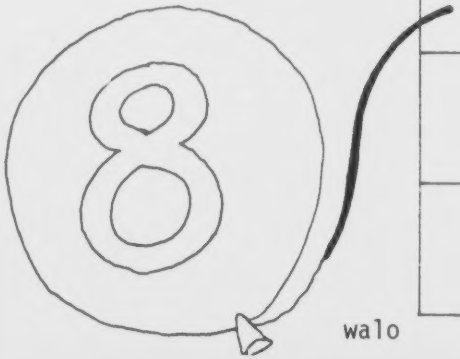
walo

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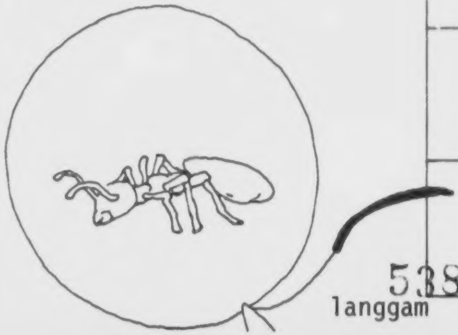
langgam

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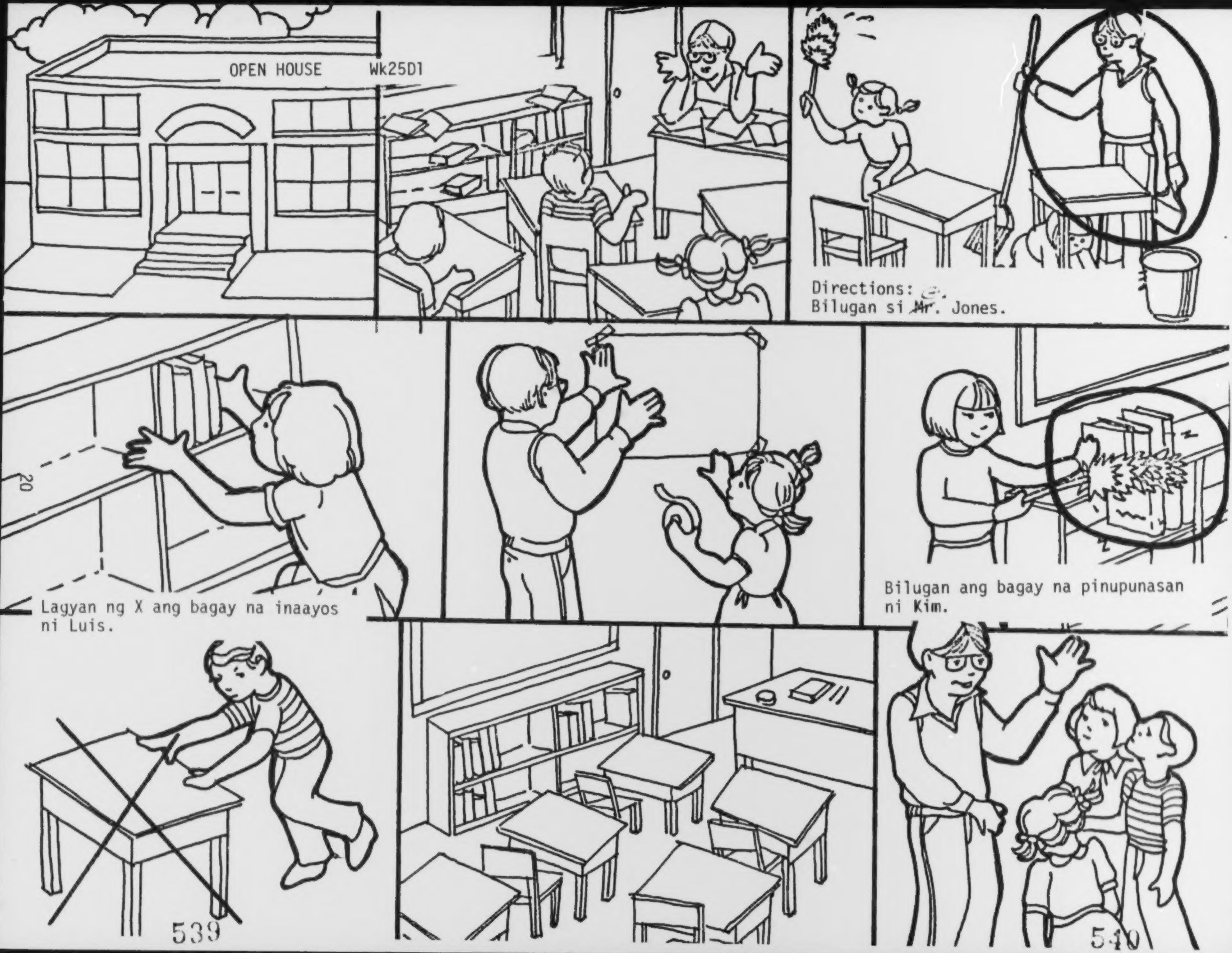
OPEN HOUSE Wk25D1

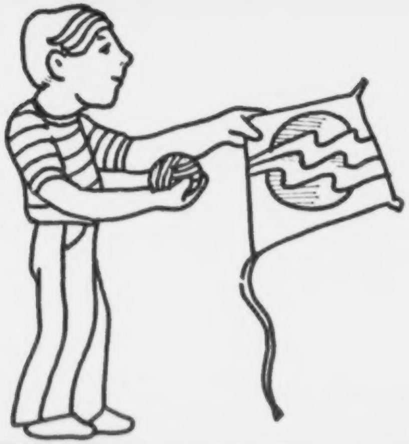


Directions: e.
Bilugan si Mr. Jones.

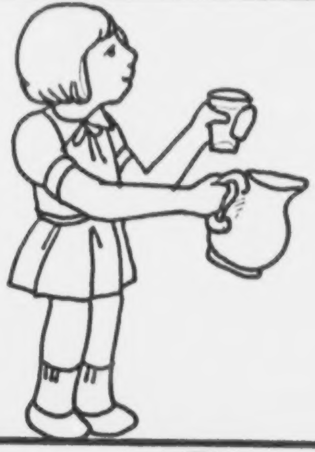
Lagyan ng X ang bagay na inaayos
ni Luis.

Bilugan ang bagay na pinupunasan
ni Kim.

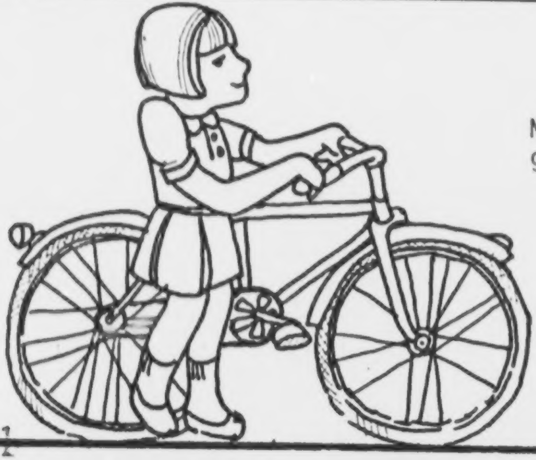
WHAT COMES NEXT?
Ano ang susunod? Wk25D2



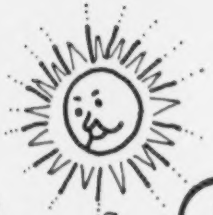
Magdrowing ng larawang nagpapakita kung ano ang gagawin ni Luis. May saranggola siya.



Magdrowing ng larawang nagpapakita kung ano ang gagawin ni Nina. May dala-dala siyang pitsel at baso ng gatas.



Magdrowing ng larawang nagpapakita kung ano ang gagawin ni Kim. May bisikleta siya.



TEST WORKSHEET: Initial sounds Wk25D2

1. a [✓ h] i m r

2. [✓ u] l g h w

3. s r n e [✓ l]

4. e r [✓ t] i o

5. u i [✓ o] a e

6. m [✓ r] s n k

7. [✓ k] h g l w

8. s [✓ g] h l m

9. [✓ d] t l r o

10. g n h [✓ w] t

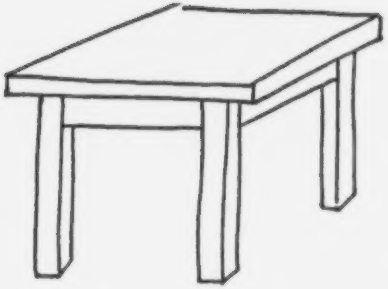
11. e [✓ a] o u i

12. t [✓ l] h n w

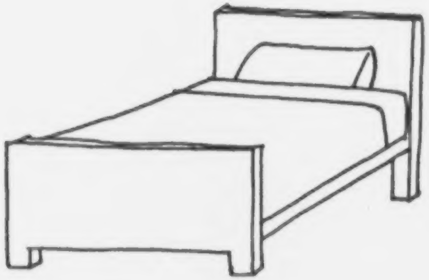
13. u i o a [✓ e]

14. o a k t [✓ i]

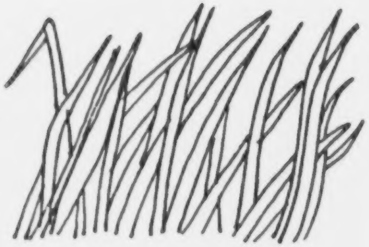
TEST WORKSHEET: Writing Sounds
Wk25D3



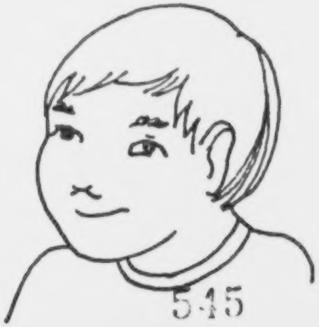
1. mesa



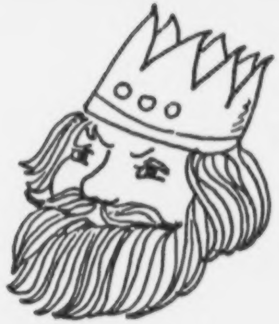
2. kama



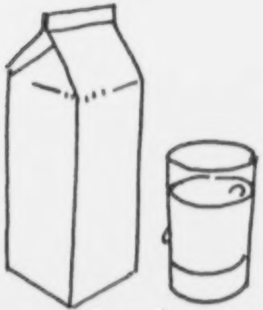
3. damo



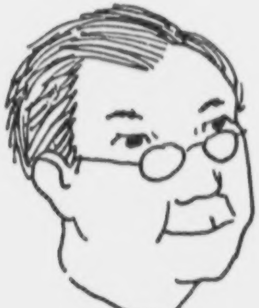
4. tito



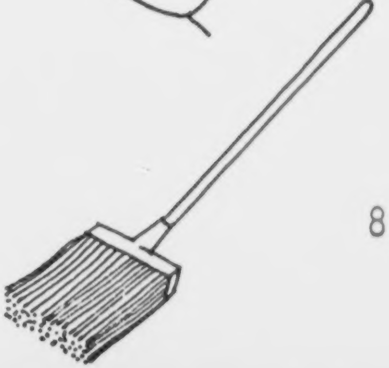
5. hari



6. gatas

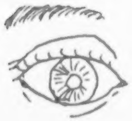


7. lolo

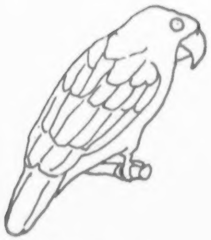


8. walis

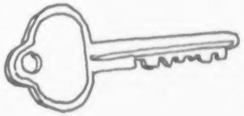
NV WORKSHEET 3 Wk25D4



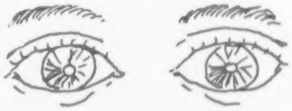
mata



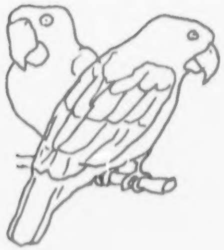
loro



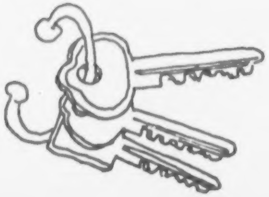
susi



ang mga mata

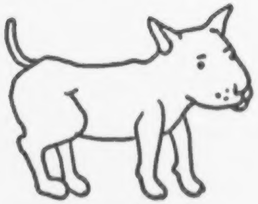


ang mga loro

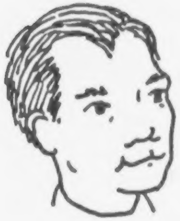


ang mga susi

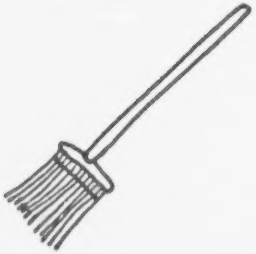
TEST WORKSHEET: Reading words
Wk25D5



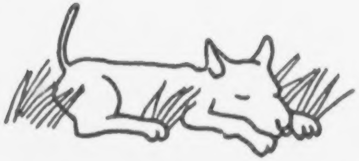
1. **aso** ni nina ito



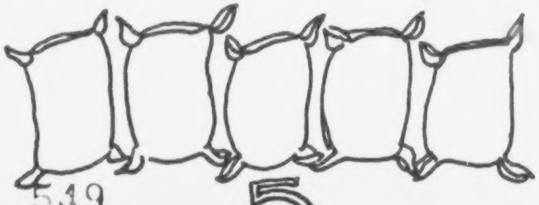
2. ito ang **lolo** ko



3. eto ang **walis**



4. nasa **dama** ang aso



5. **lima** ang sako

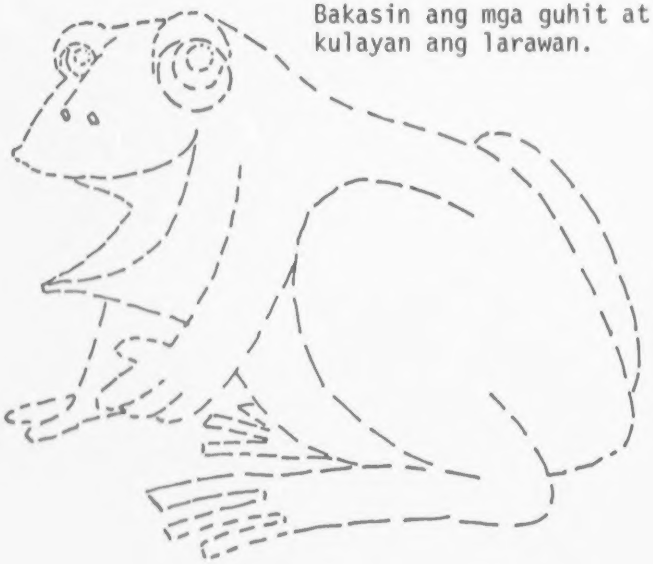
lolo

walis

aso

lima

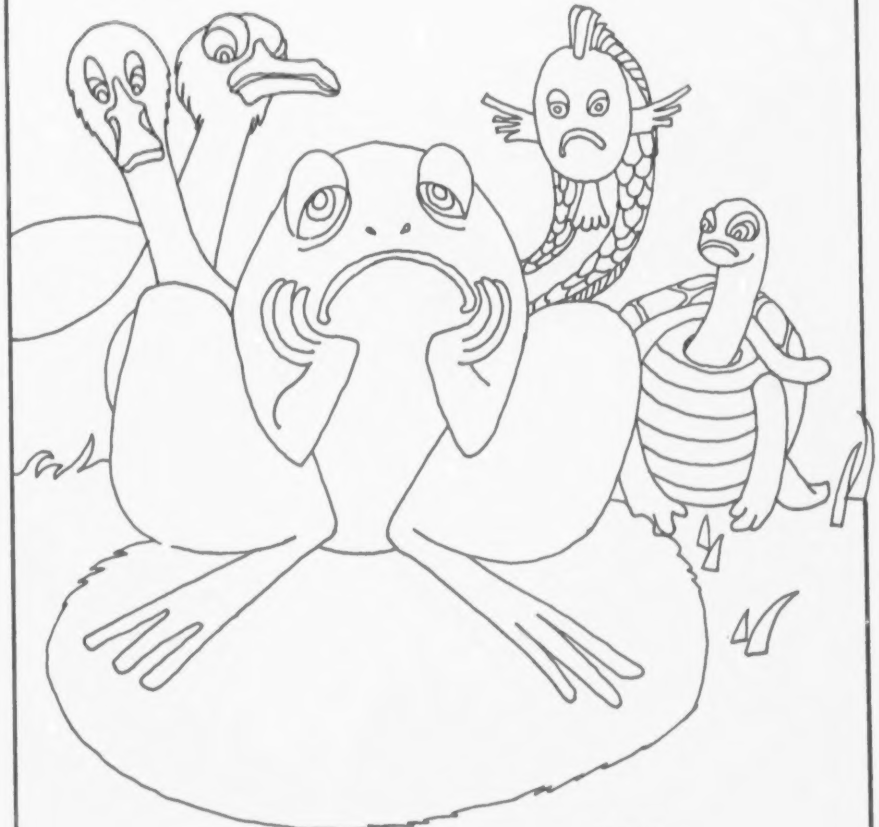
damo



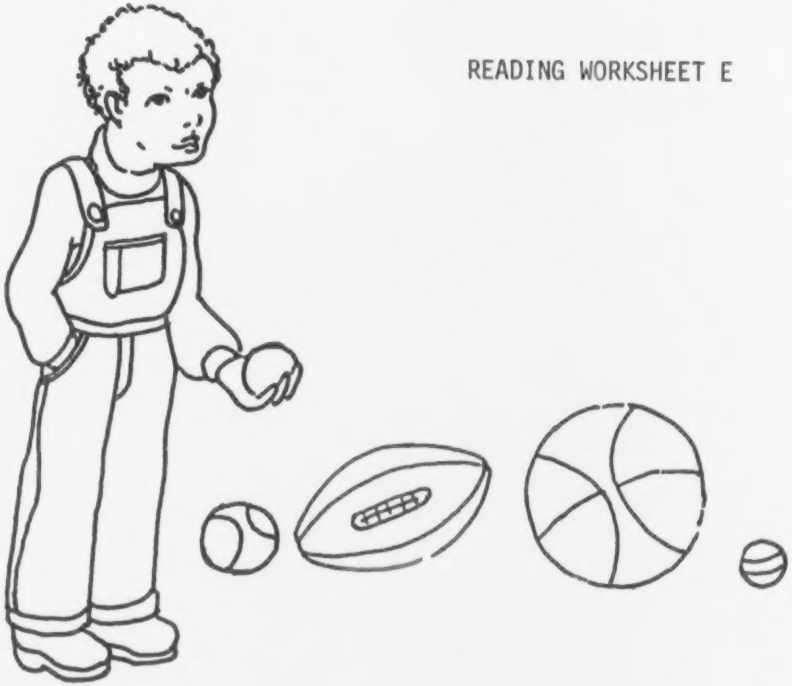
Bakasin ang mga guhit at
kulayan ang larawan.

KAKAK
Si Kakak Wk26D1

Directions:
Tingnan ang mga larawan. Hindi tapos ang una. Ano ang nangyayari sa pangalawang larawan? Bakit? Ano ang dahilan? Tingnan uli ang unang larawan. Ano ang ginagawa ni Kakak? Ito ba ang dahilan kung bakit nagalit ang ibang hayop sa kaniya? Tapusin ang unang larawan.



READING WORKSHEET E Wk26D4

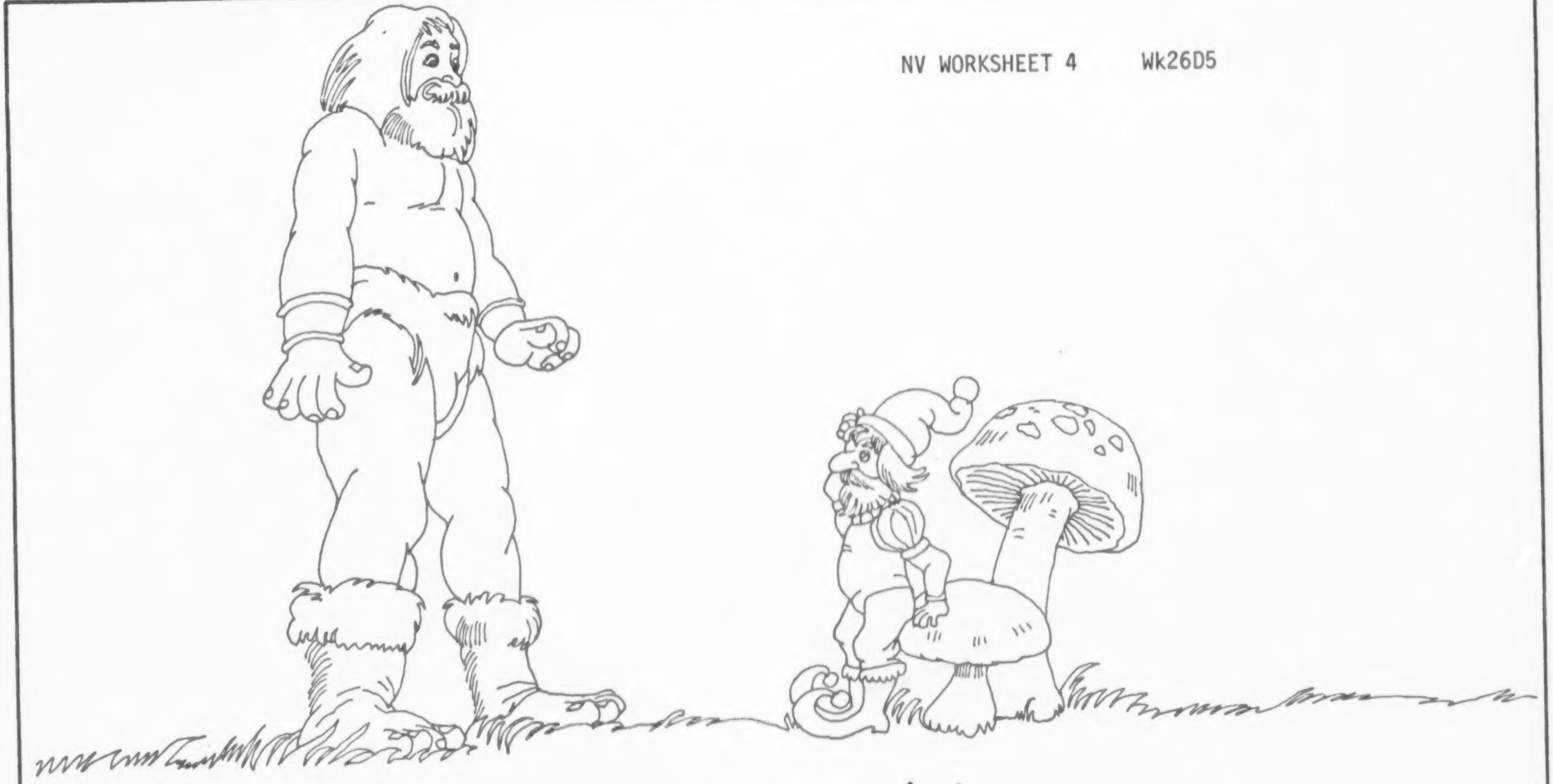


si ben ito

eto ang mga bola ni ben

lima ang bola

NV WORKSHEET 4 Wk26D5



laki

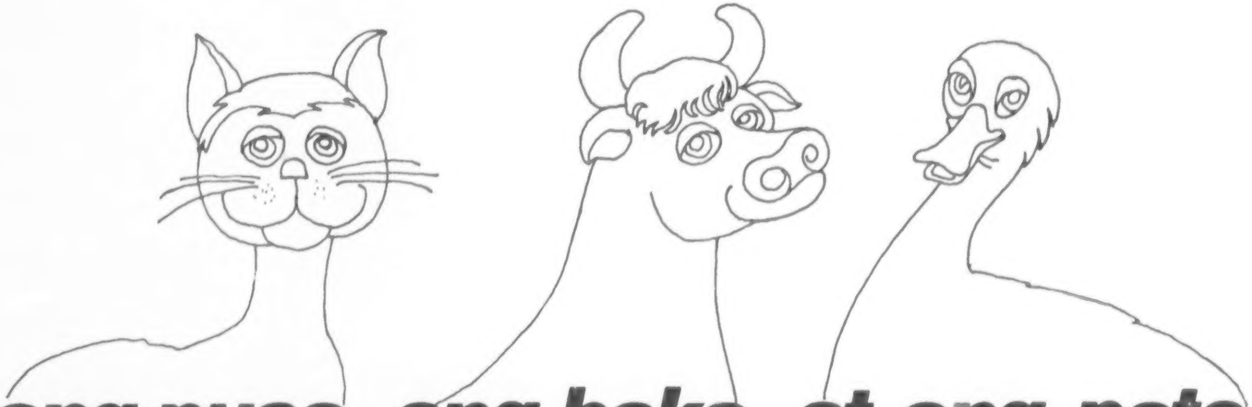
liit

malaki

maliit

556

555

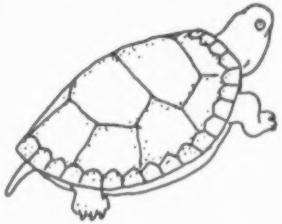


ang pusa ang baka at ang pato

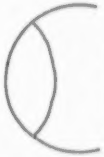
ang sabi ng pusa sa baka
maliit ang mata mo
ang sabi ng baka sa pusa
malaki ang ulo mo
ang sabi ng pusa sa pato
malaki ba ang ulo ko
ang sabi ng pato
oo at malaki rin ang mata mo

p and b VOCABULARY
Mga salitang p at b Wk26D5

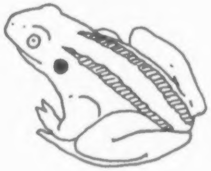
Directions:
Tingnan ang mga larawan. Sabihin ang pangalan ng mga bagay sa larawan. Kung nagsisimula sa p, kulayan ang kahon ng asul, kung nagsisimula sa b, kulayan ang kahon ng berde.



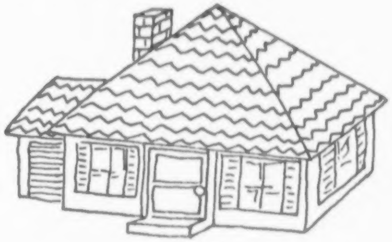
asul



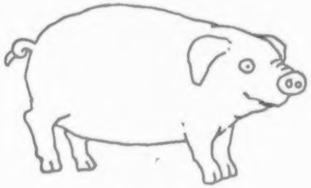
berde



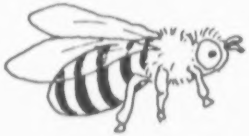
asul



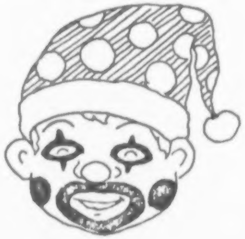
berde



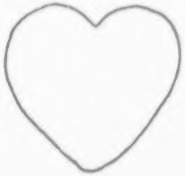
berde



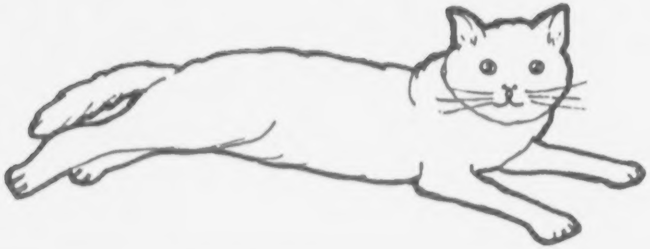
berde



asul



asul



p

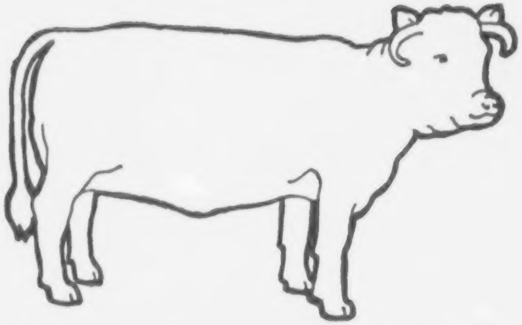
WRITING WORKSHEET: p Wk26D5

p p p p p p p p

p r r r r r r r

pusa

pusa



b

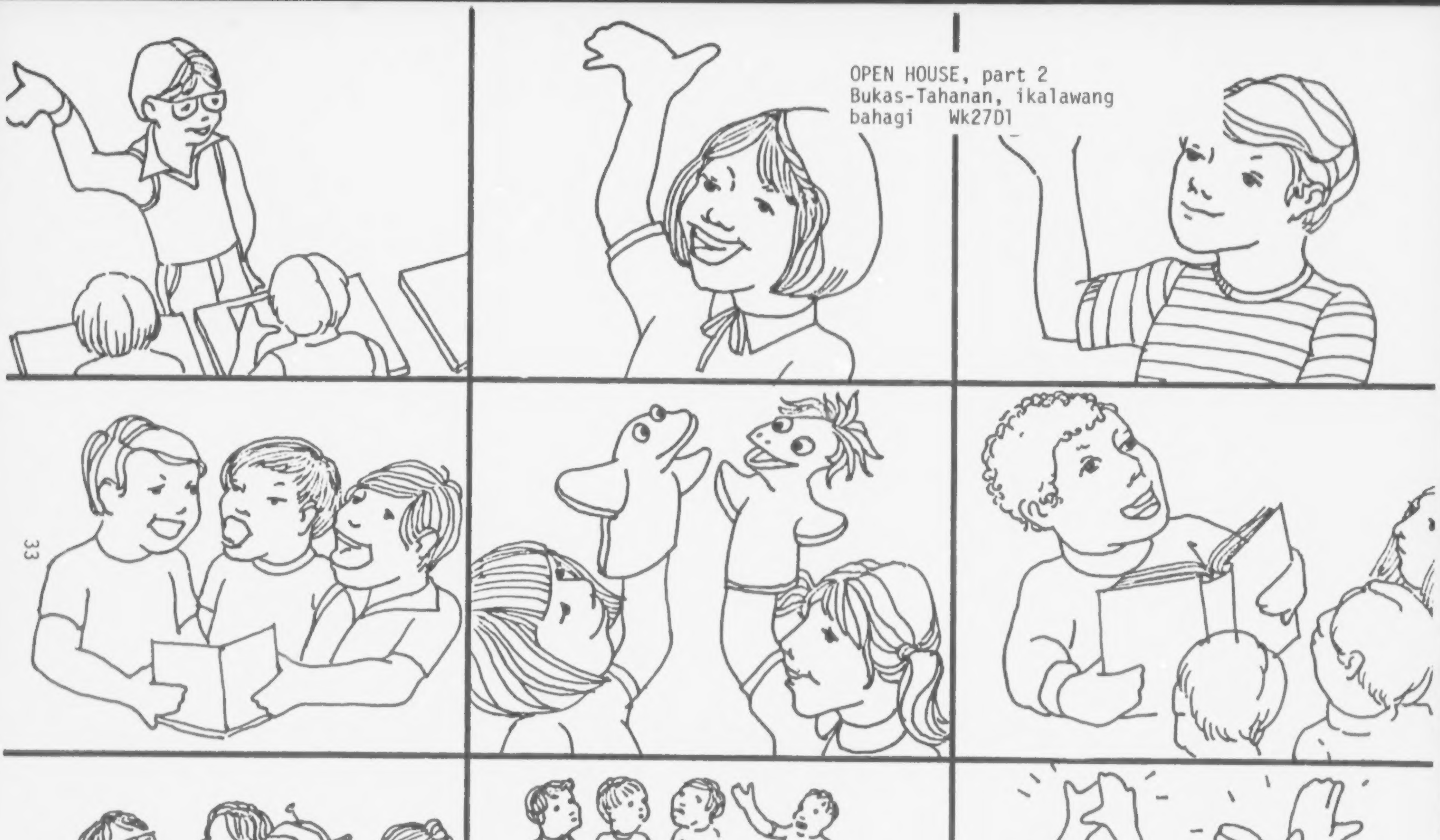
WRITING WORKSHEET: b   Wk26D5

b b b b b b b b

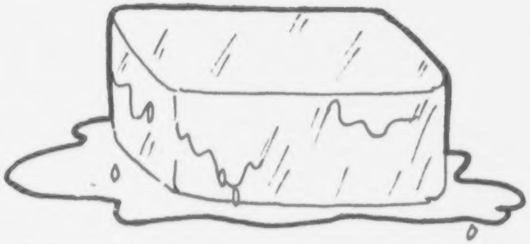
b

baka

baka



OPEN HOUSE, part 2
Bukas-Tahanan, ikalawang
bahagi Wk27D1



y

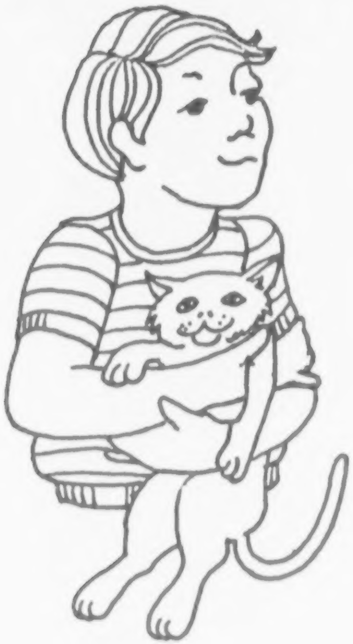
WRITING WORKSHEET: y Wk27D3

y

y

yelo yelo

yelo

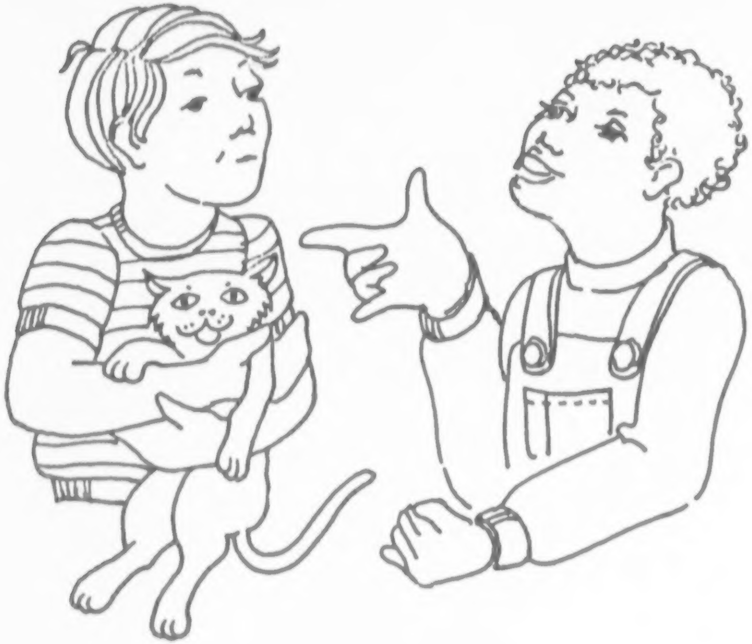


ang pusa ni luis

may pusa si luis.

itim at puti ang pusa.

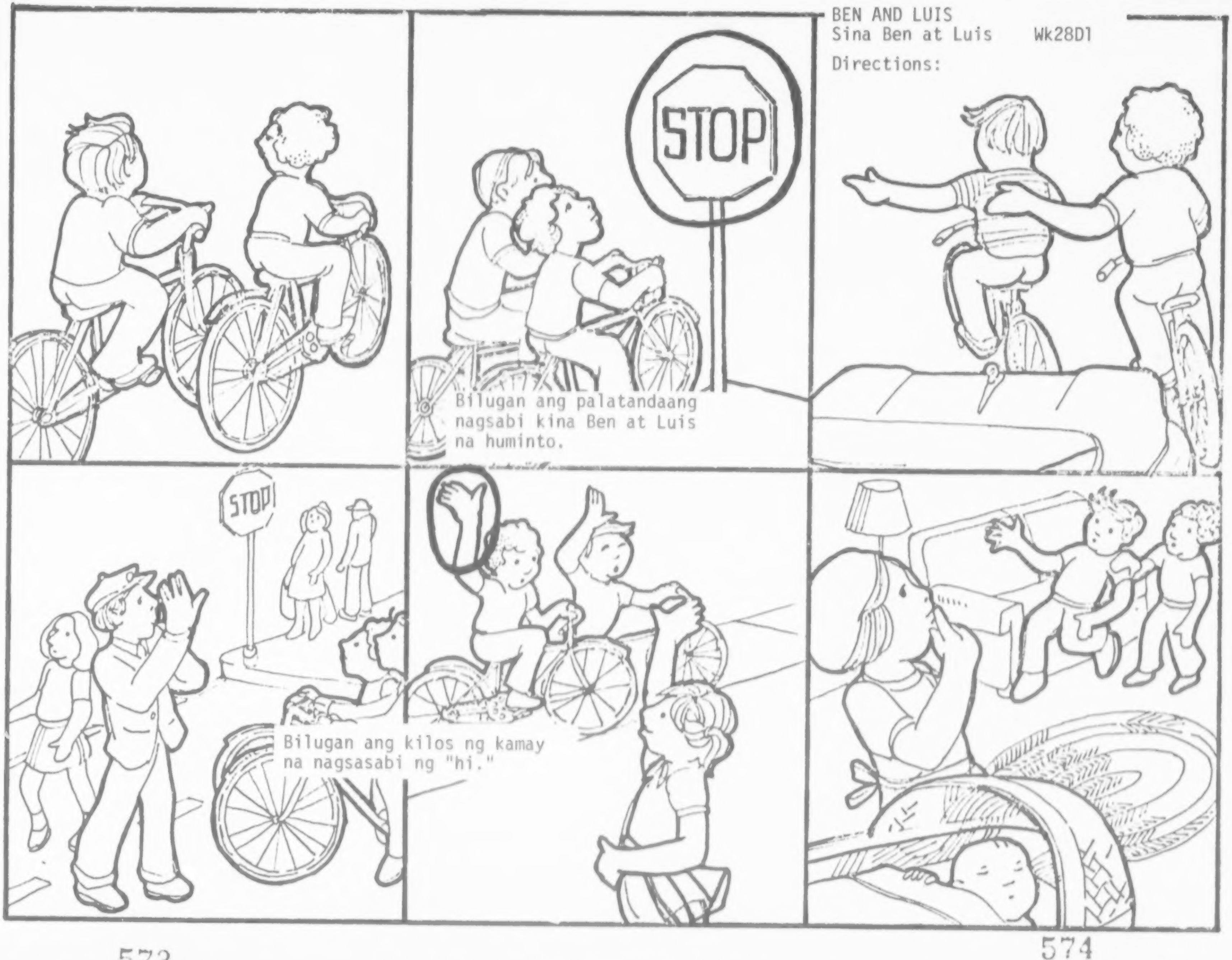
itim ang mga mata ng pusa.



malaki ang pusa mo - sabi
ni ben kay luis.
sana may pusa rin ako -
sabi ni ben.

BEN AND LUIS
Sina Ben at Luis Wk28D1

Directions:

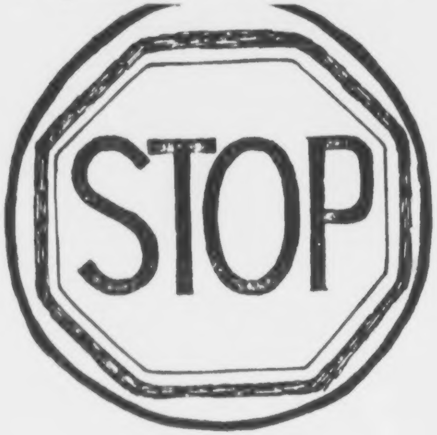


Bilugan ang palatandaang nagsabi kina Ben at Luis na huminto.

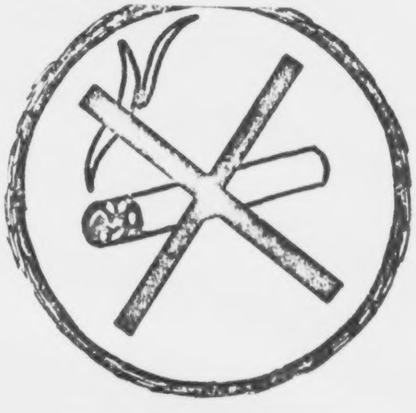
Bilugan ang kilos ng kamay na nagsasabi ng "hi."

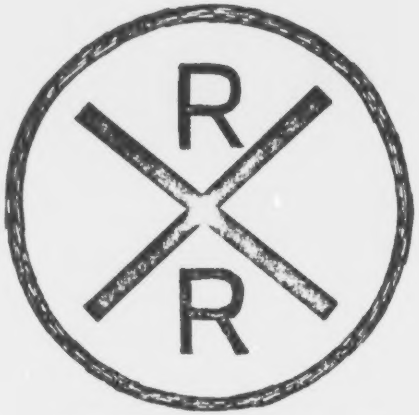
Directions:

1. Bilugan ang mga palatandaang nagsasabi sa ating huminto.

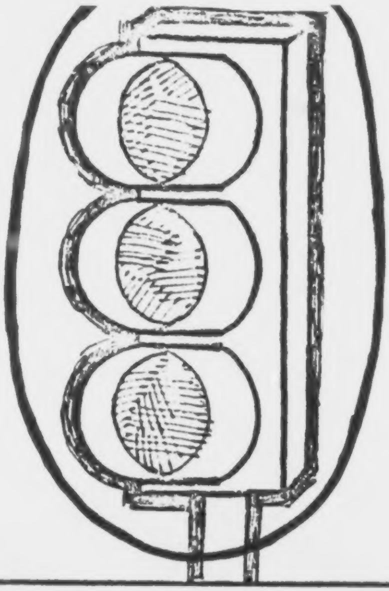


2. Maglaygay ng guhit sa ilalim ng palatandaang nagsasabing huwag manigarilyo.

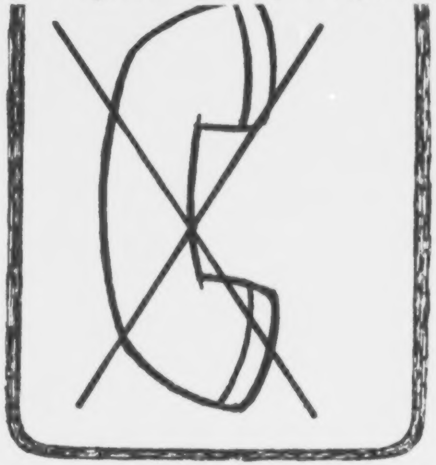




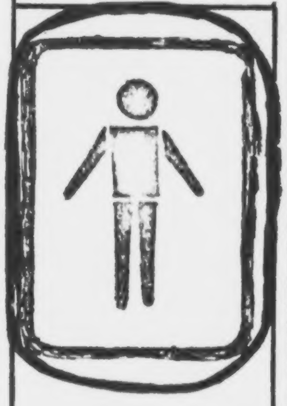
5. Maglagay ng guhit sa ilalim ng palatandaang nagsasabing tumingin kung may dumarating na tren.

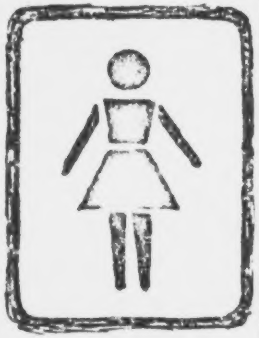


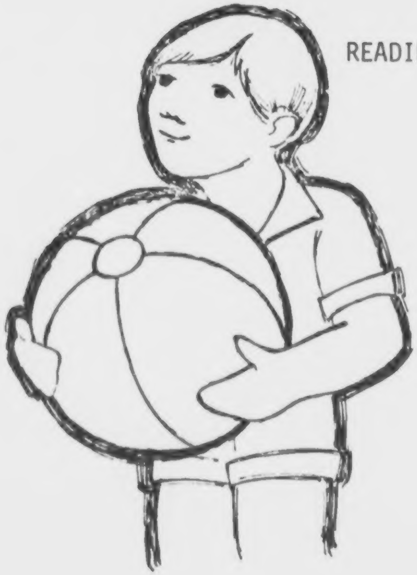
3. Lagyan ng X ang palatandaang nagsasabi na may telepono.



4. Bilugan ang palatandaang nagsasabi na ang silid na ito ay para sa mga lalaki lamang.



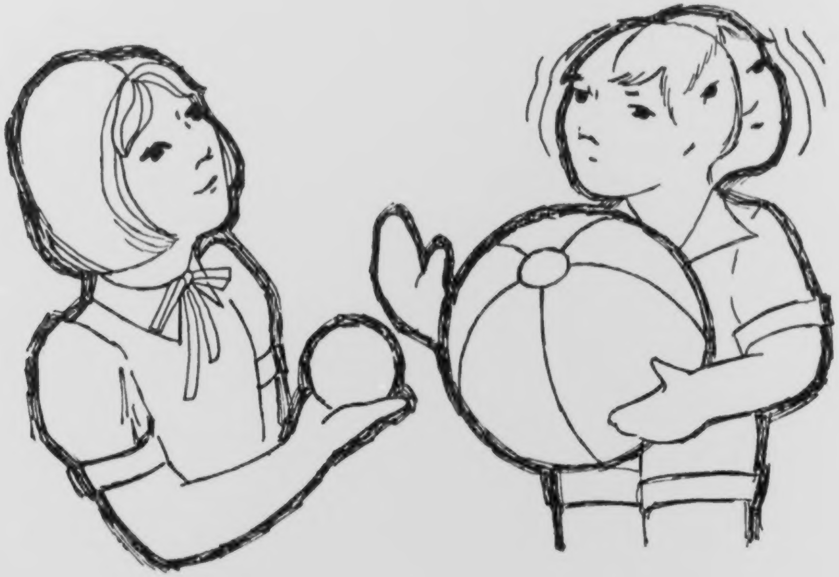


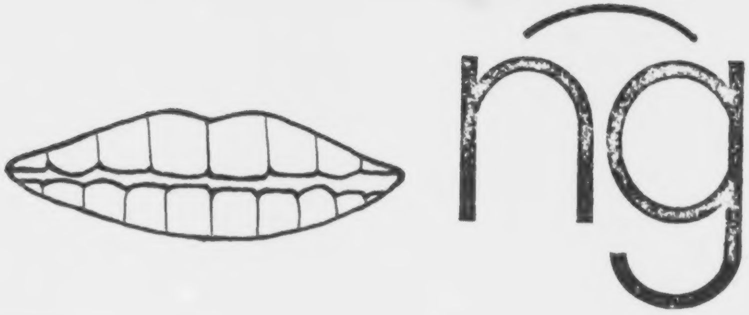


ang bolan͡g itim

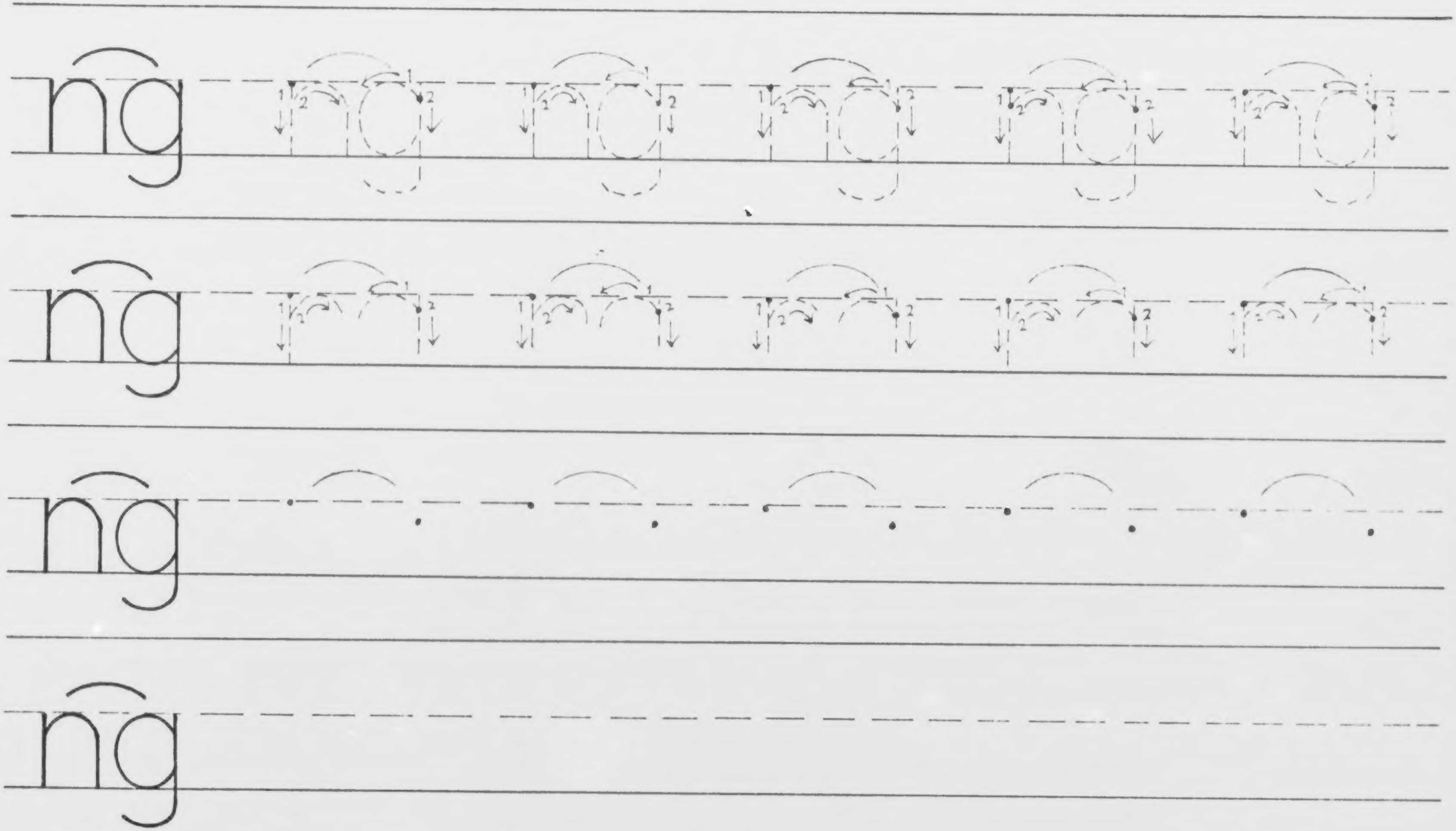
may isan͡g bola si tito
malaking bolan͡g itim ito
sabi ni nina kay tito -
"may pulan͡g bola ako.
gusto mo ba ito?"

sabi ni tito kay nina -
"maliit ang bola mo. mas
gusto ko ang bolan͡g itim."





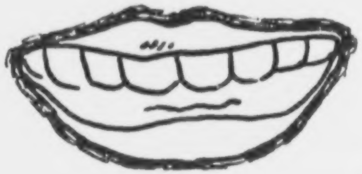
WRITING WORKSHEET: ng   Wk28D5



y and ng VOCABULARY

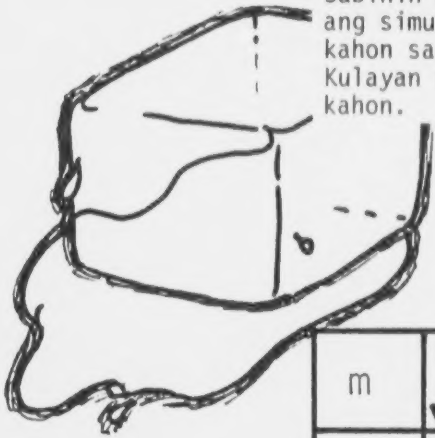
Mga salitang y at ng Wk28D5

Directions:
Sabihin ang salita. Hanapin ang simulang tunog sa mga kahon sa tabi ng larawan. Kulayan ng pula ang tamang kahon.



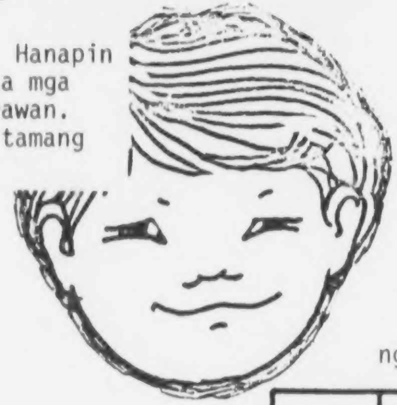
ngipin

✓ n͡g	w
y	l



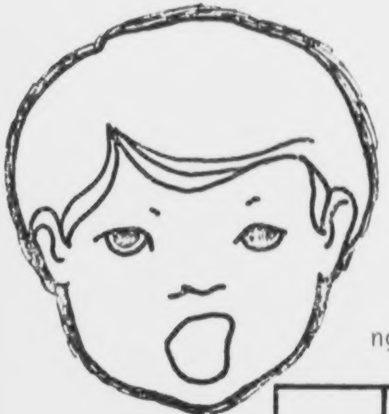
yelo

m	✓ y
o	p



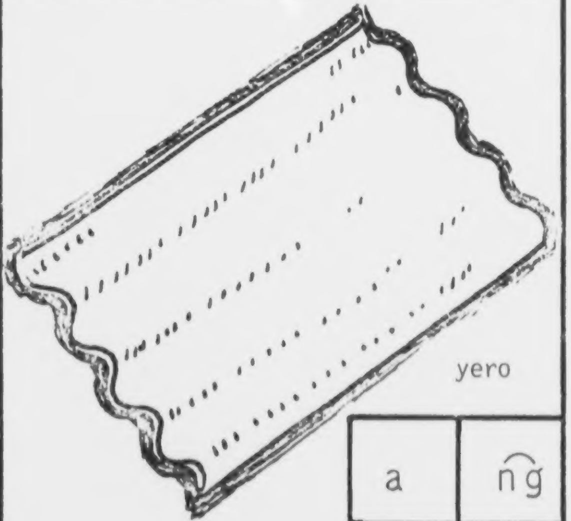
ngiti

✓ n͡g	s
h	y



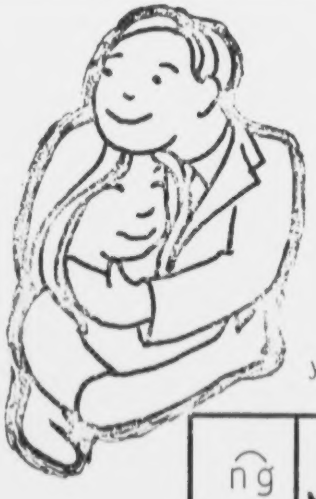
nganga

y	✓ n͡g
t	n



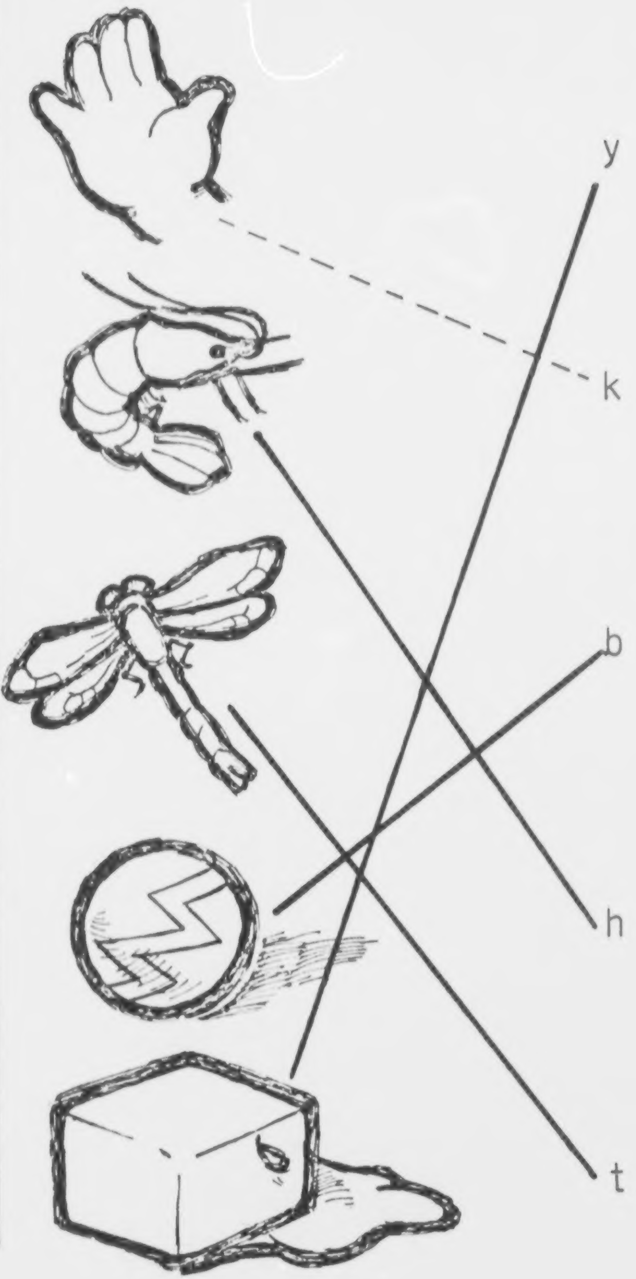
yero

a	n͡g
✓ y	k



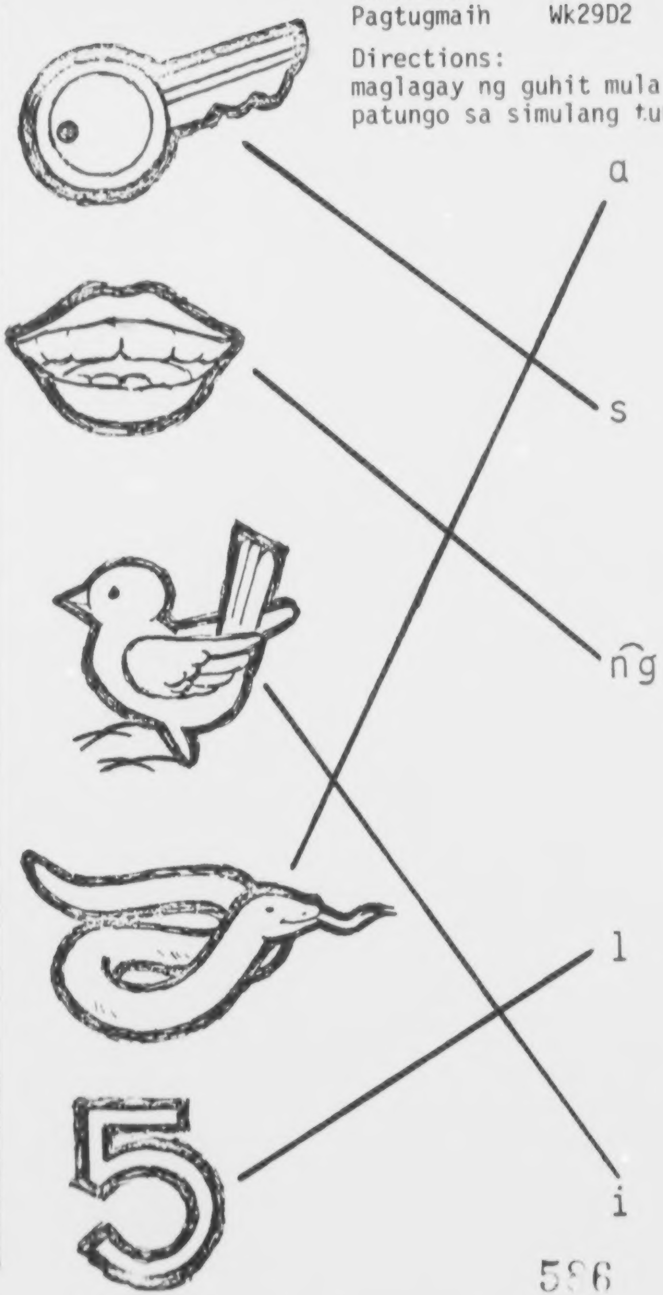
yakap

n͡g	✓ y
u	b

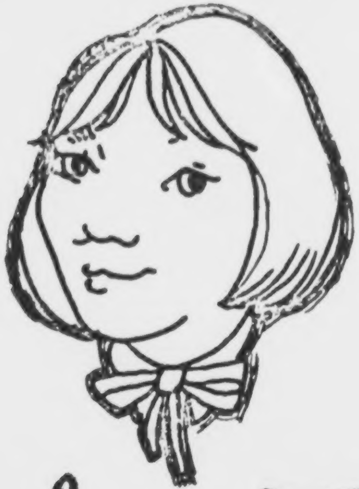


MATCHING
Pagtugmaih   Wk29D2

Directions:
maglagay ng guhit mula sa larawan patungo sa simulang tunog.

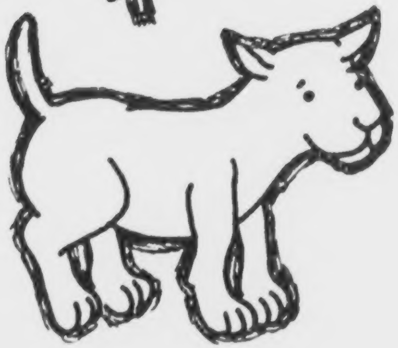


FILL THE BLANKS
Isulat ang sagot sa patlang Wk29D4



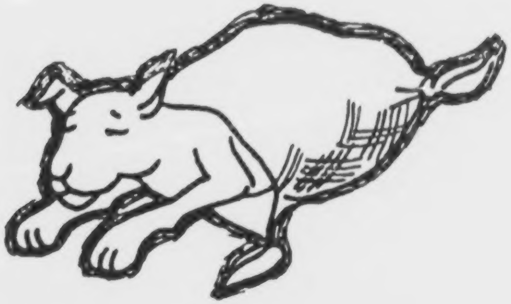
eto si nina .

rosa
nina
kim



eto ang aso .

ahas
pato
aso



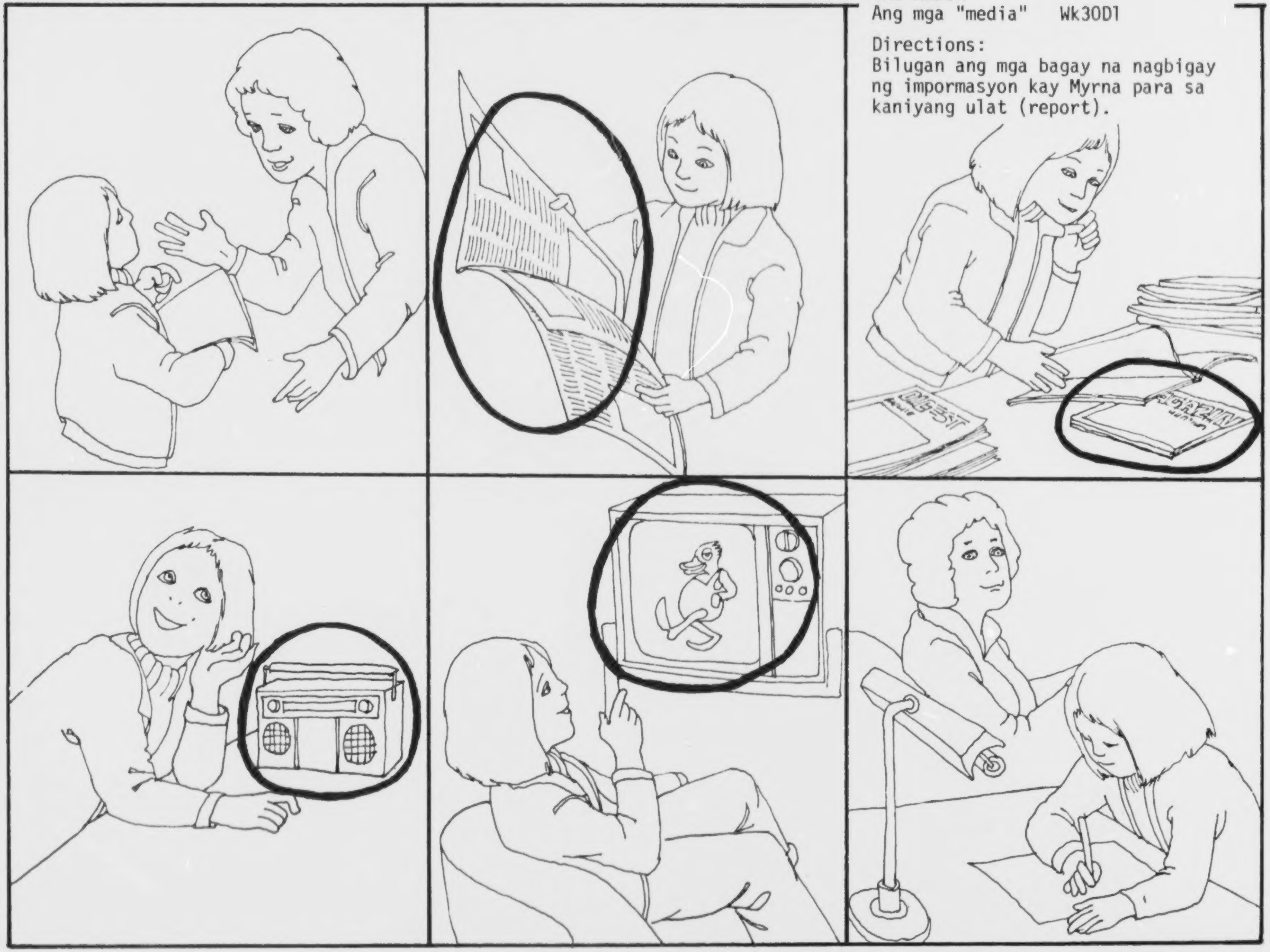
nasa sako ang aso.

mesa
sako
damo

THE MEDIA

Ang mga "media"   Wk30D1

Directions:
Bilugan ang mga bagay na nagbigay ng impormasyon kay Myrna para sa kaniyang ulat (report).

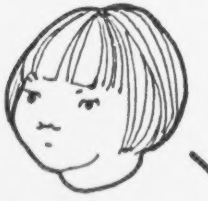


WHAT DOES HE/SHE WANT?
Ano ang gusto niya? Wk30D3

Directions:
Ano ang gusto ni Kim?...etc. Isulat ang simulang tunog sa patlang. Pagkatapos, maglagay ng guhit mula sa larawan ni Kim patungo sa bagay na gusto niya.

gusto ni

ng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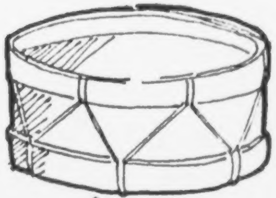
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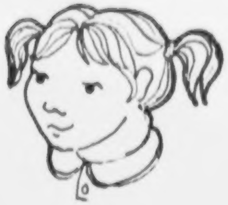
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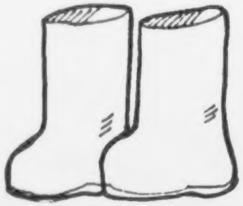
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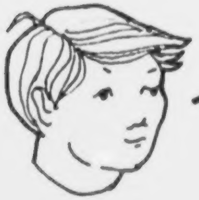
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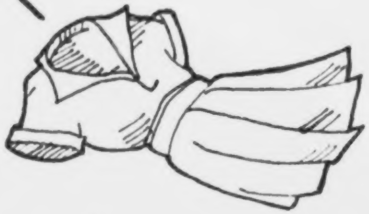
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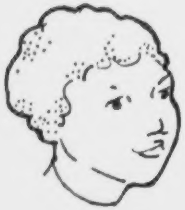
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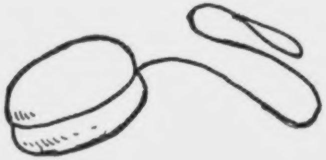

yo-yo

47

maliit na mesa

MAKE A PICTURE
Magdrowing ng larawan Wk30D5

limang tao

kamay ng hari

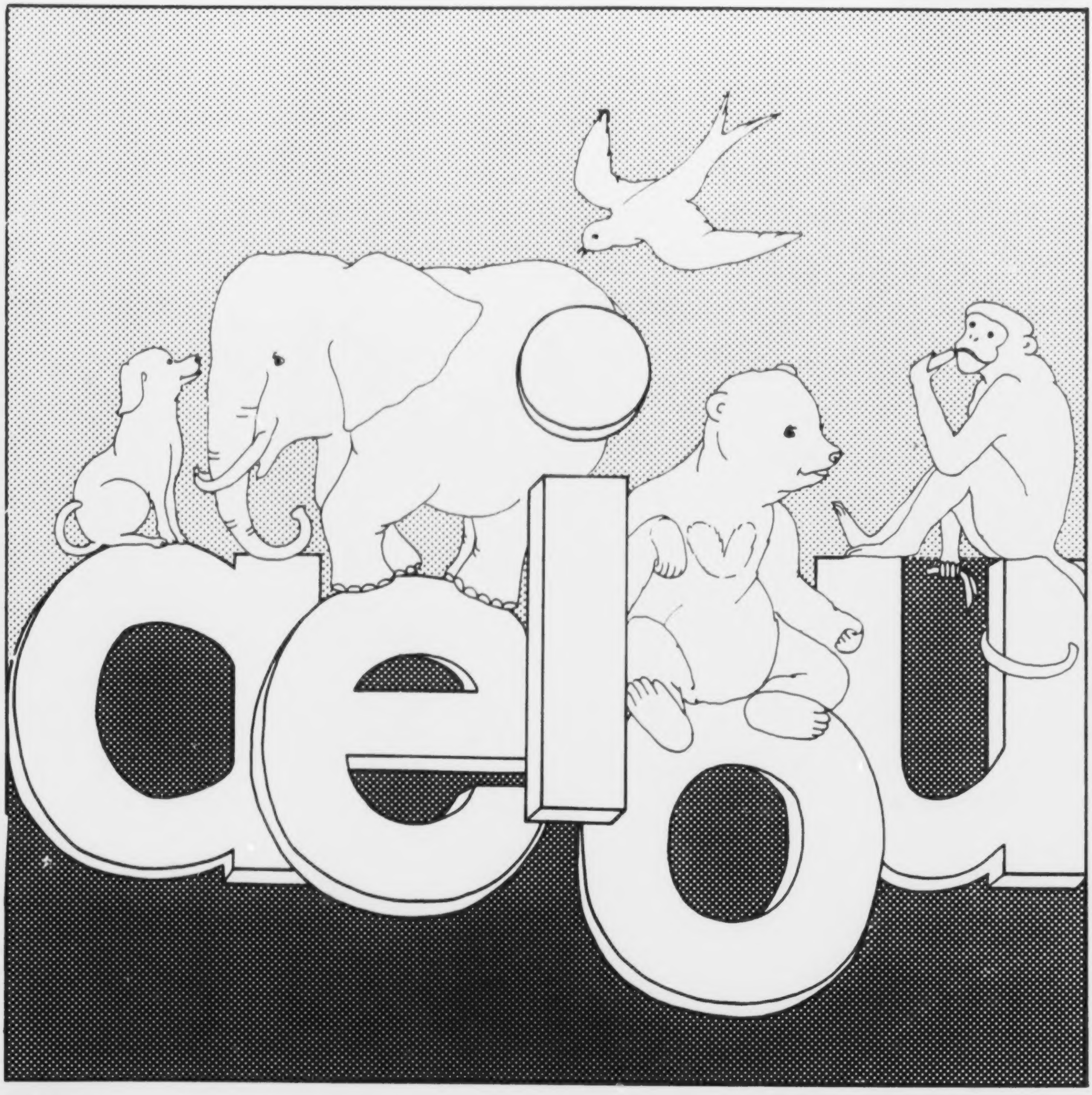
botas at bola

Sining ng Wika Pangkindergarten

Kindergarten Language Arts

Student Workbook

Pakikisalamuha
Interaction



ASIAN AMERICAN BILINGUAL CENTER

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Kindergarten Language Arts
Student Workbook

Interaction

ASIAN AMERICAN BILINGUAL CENTER
Berkeley, California

NATIONAL DISSEMINATION AND ASSESSMENT CENTER
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032

Developed by
ASIAN AMERICAN BILINGUAL CENTER
Berkeley, California

Published and distributed by
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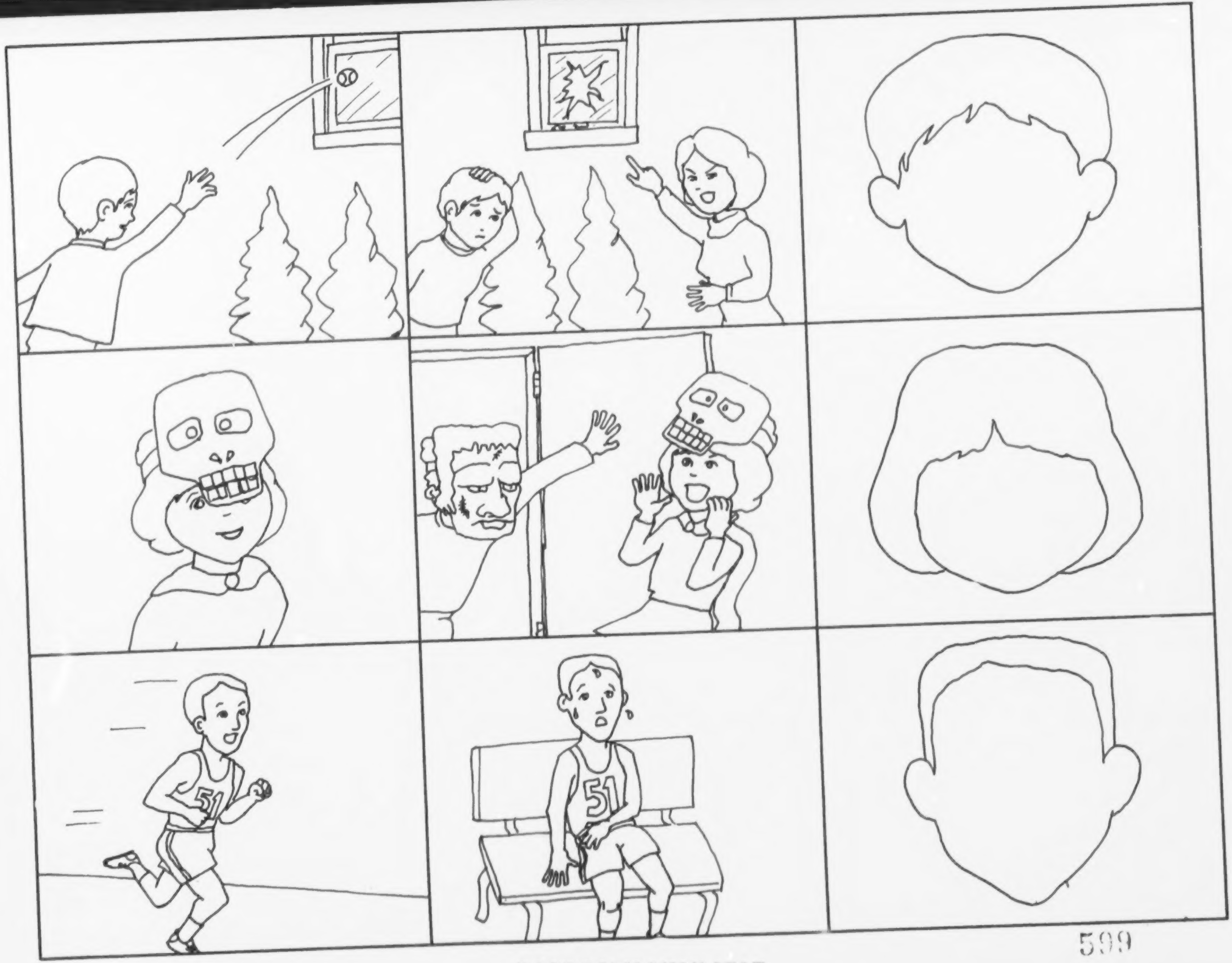

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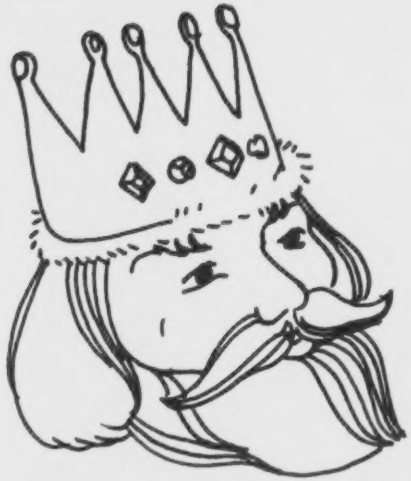
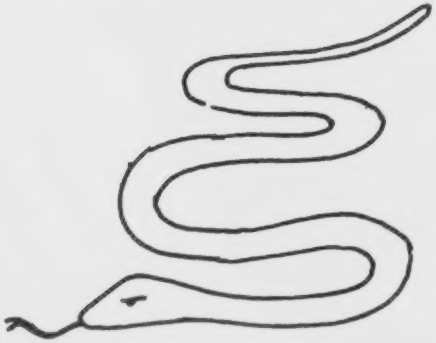
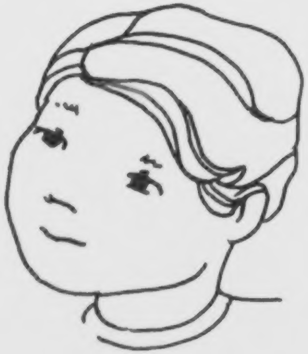


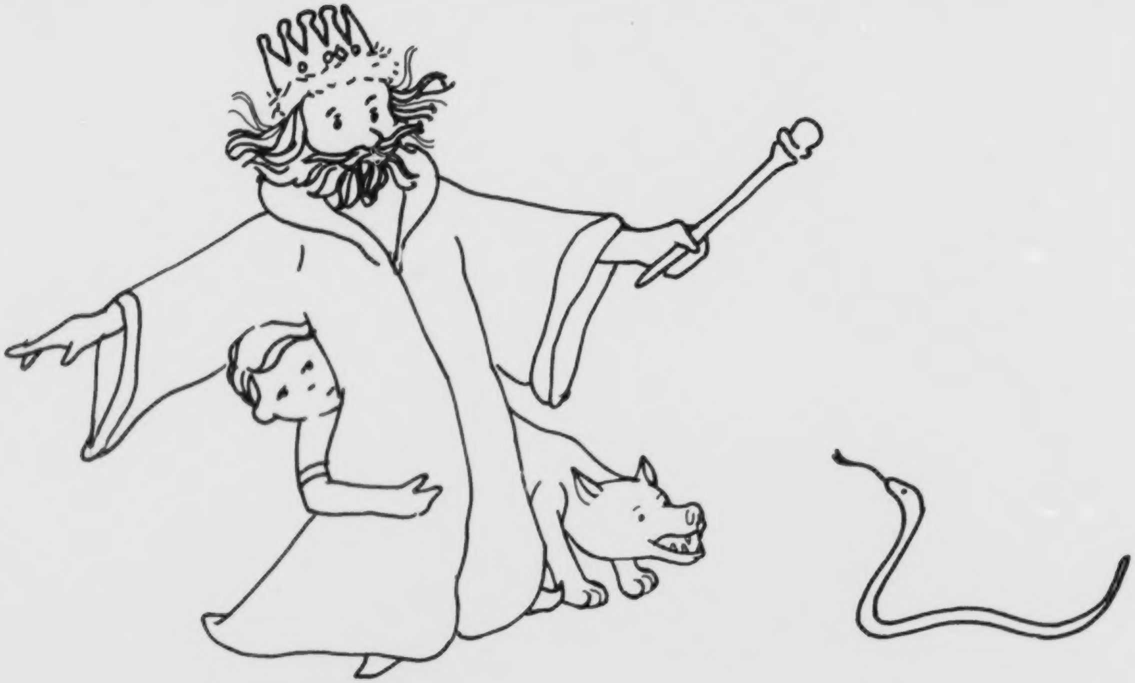




si tito

ang hari

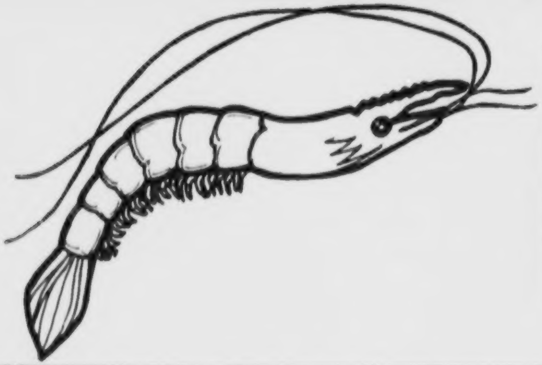
ang ahas



takot ang hari sa ahas

takot si tito sa ahas

takot ang aso sa ahas



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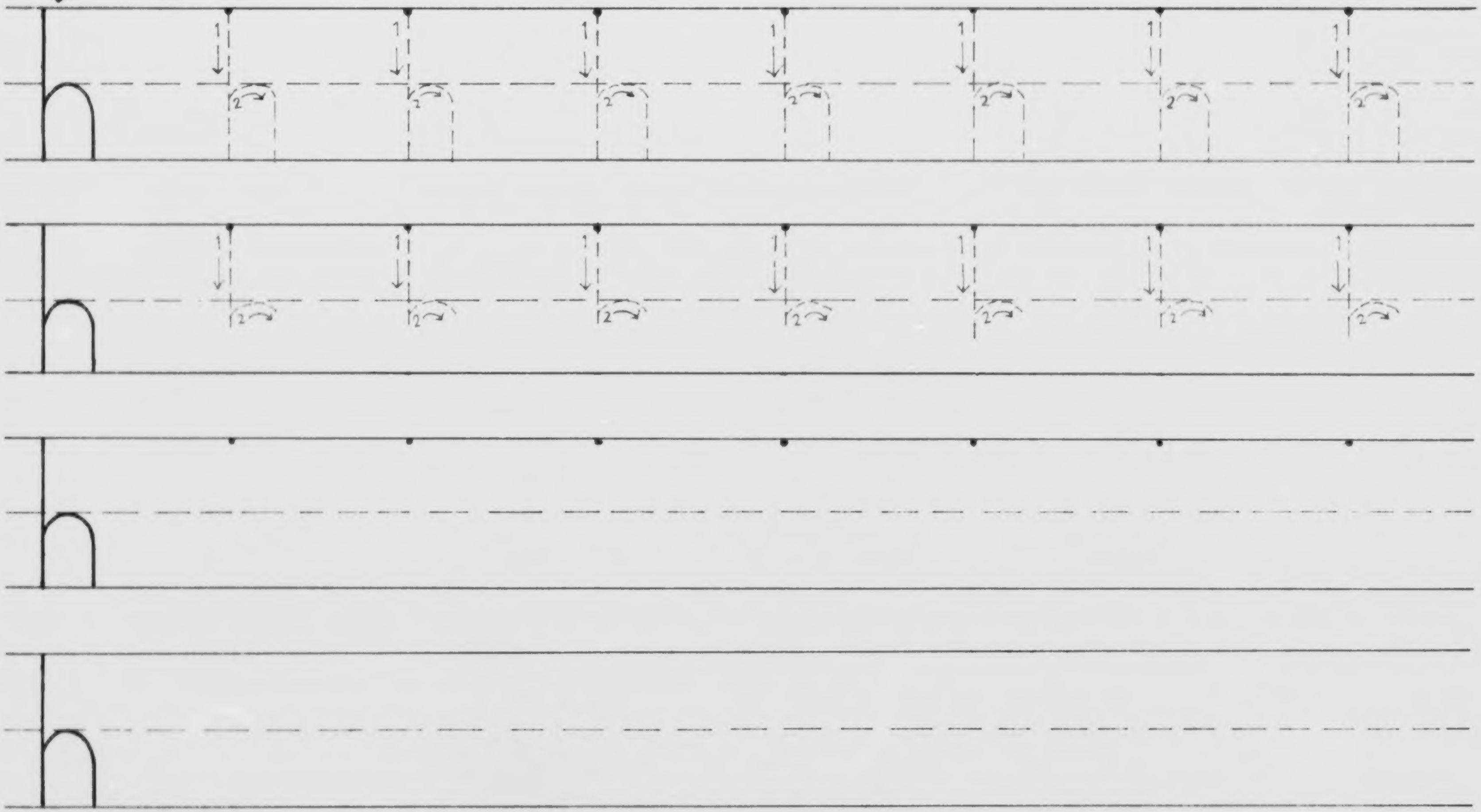

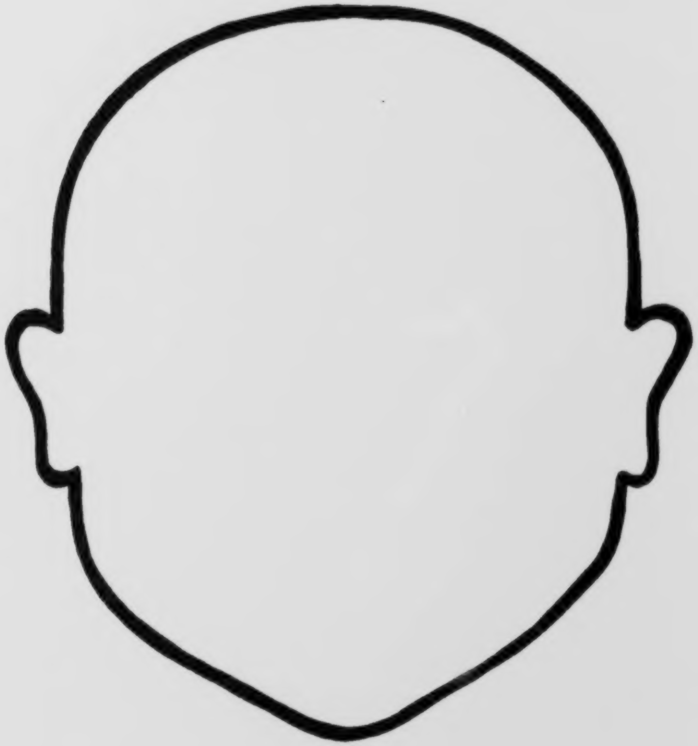

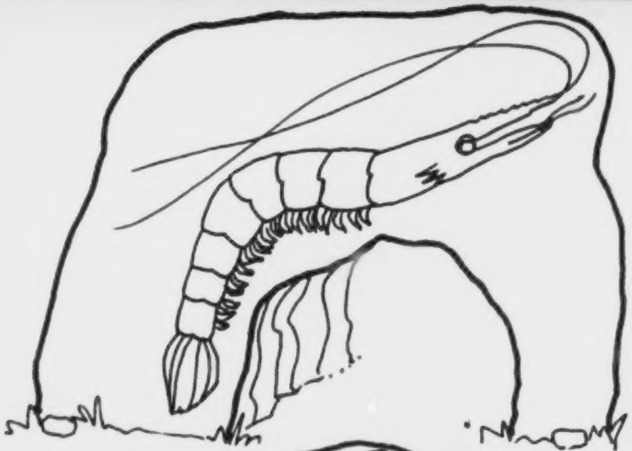

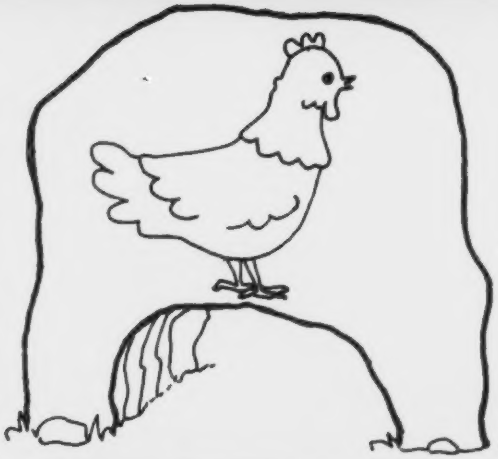

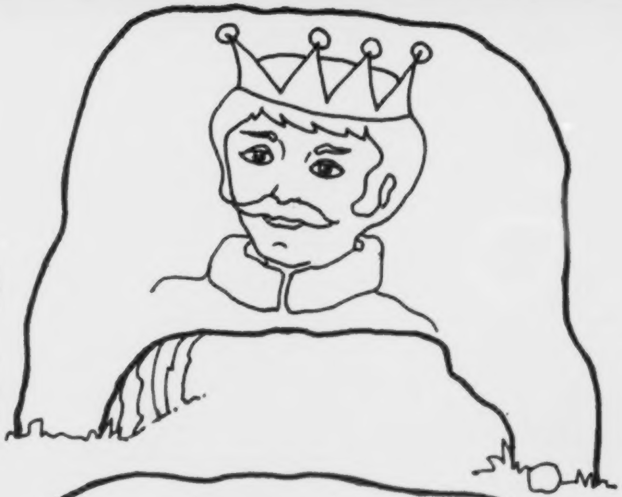

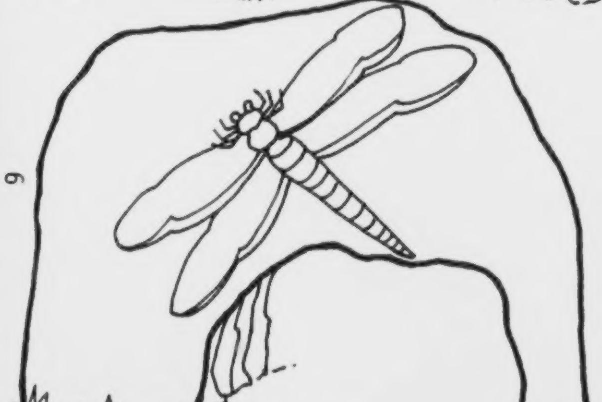

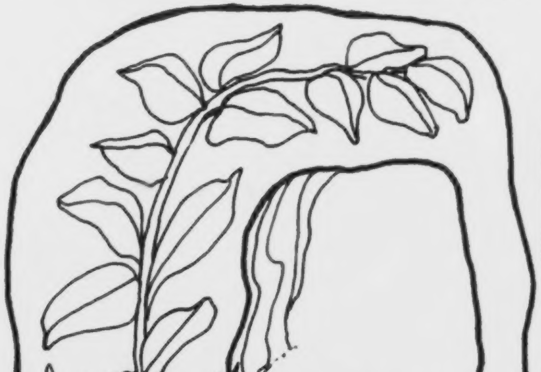

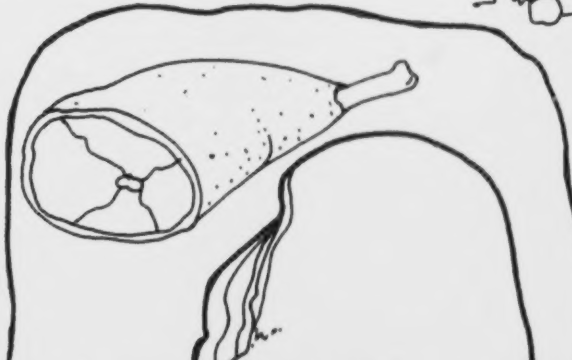

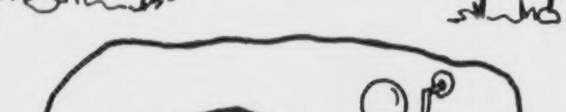

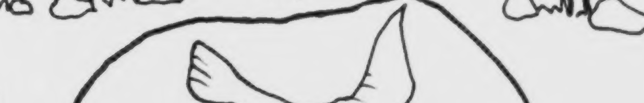

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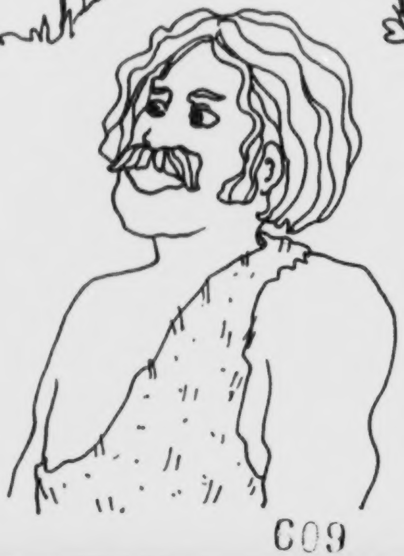

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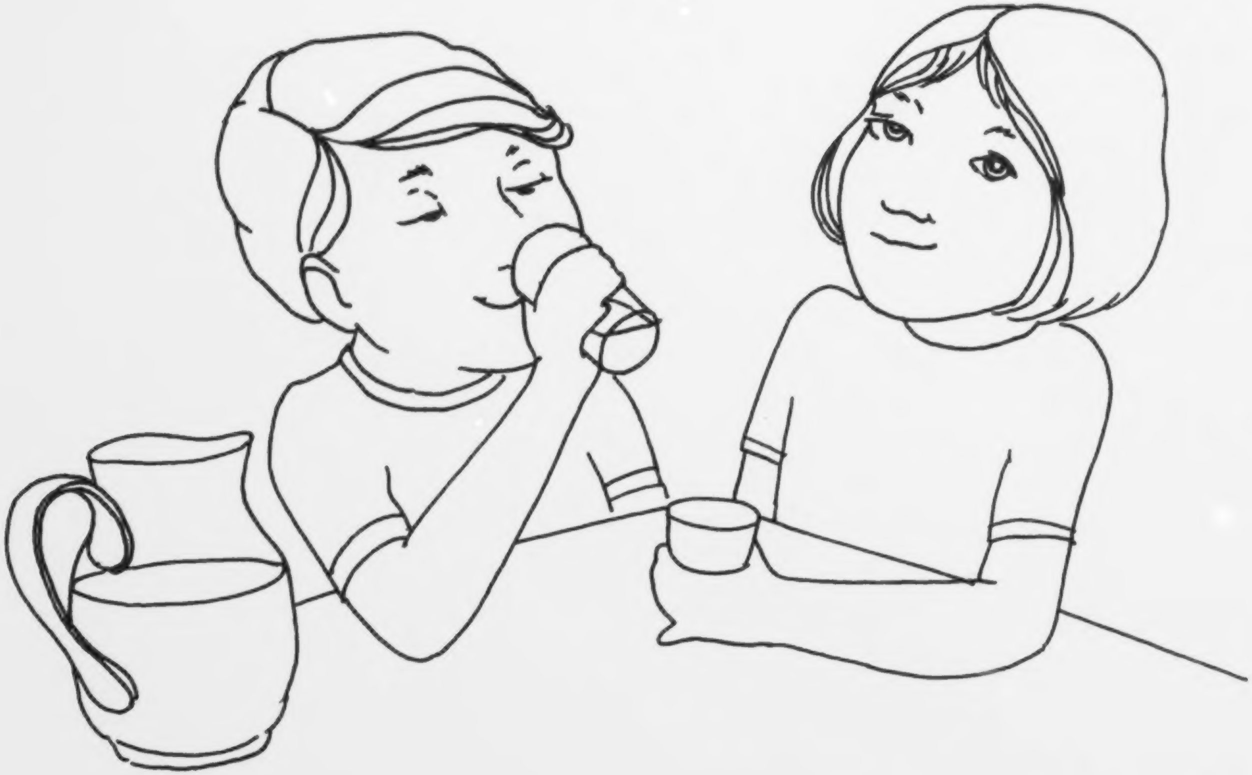

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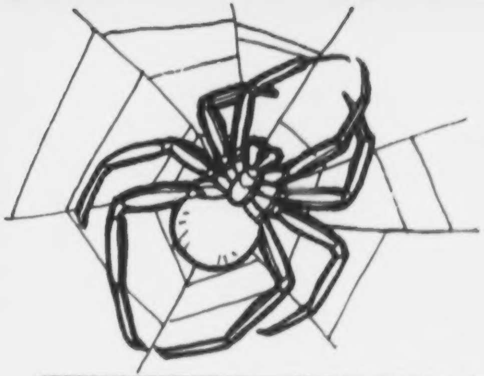
gusto ni nina ng gatas

gusto ko rin ng gatas

nasa mesa ang gatas



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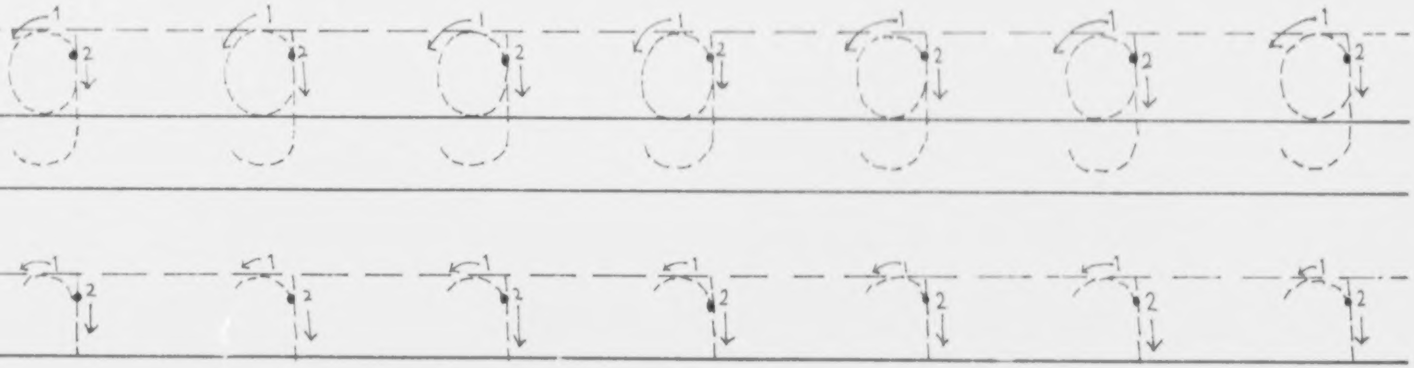

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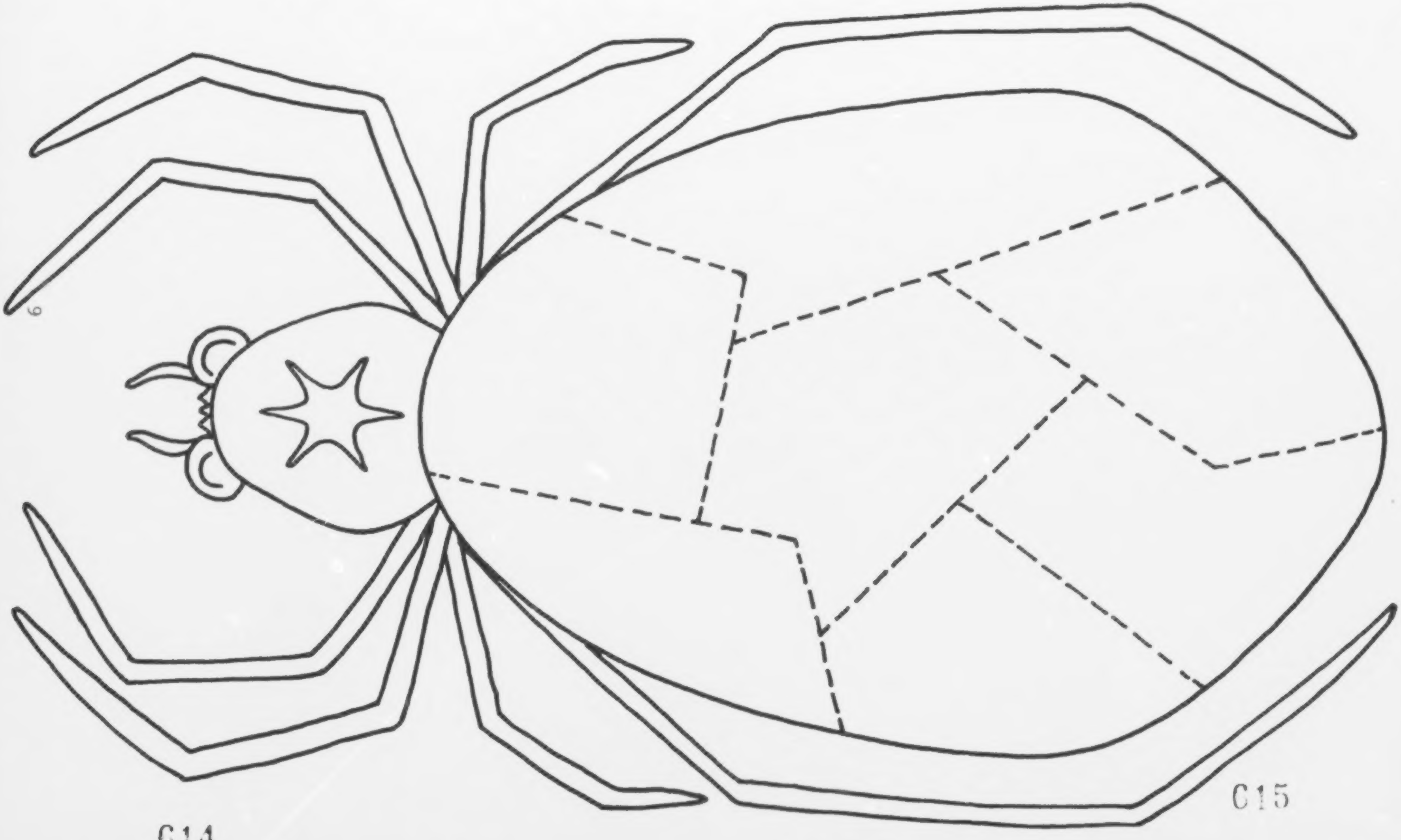
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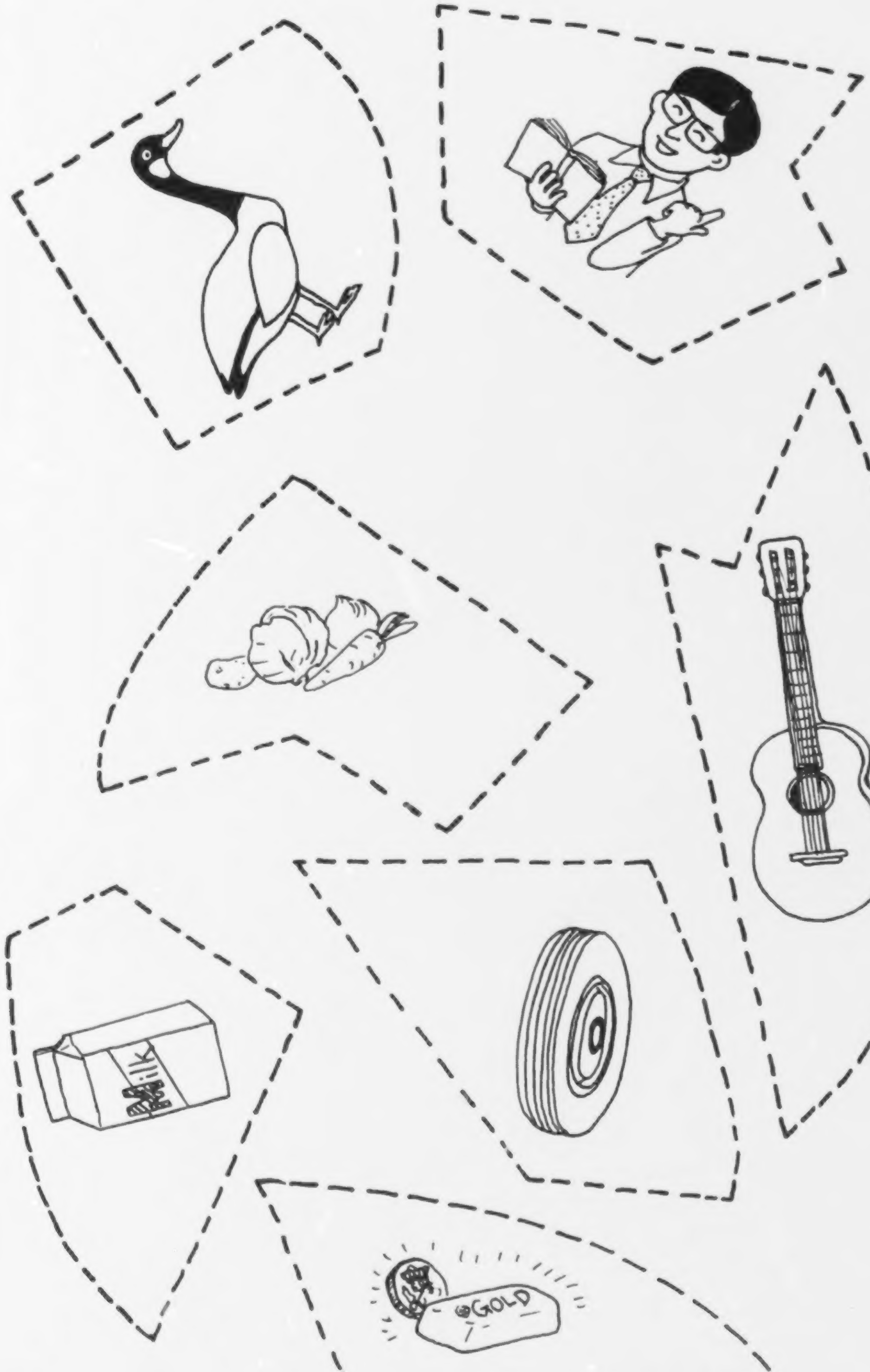

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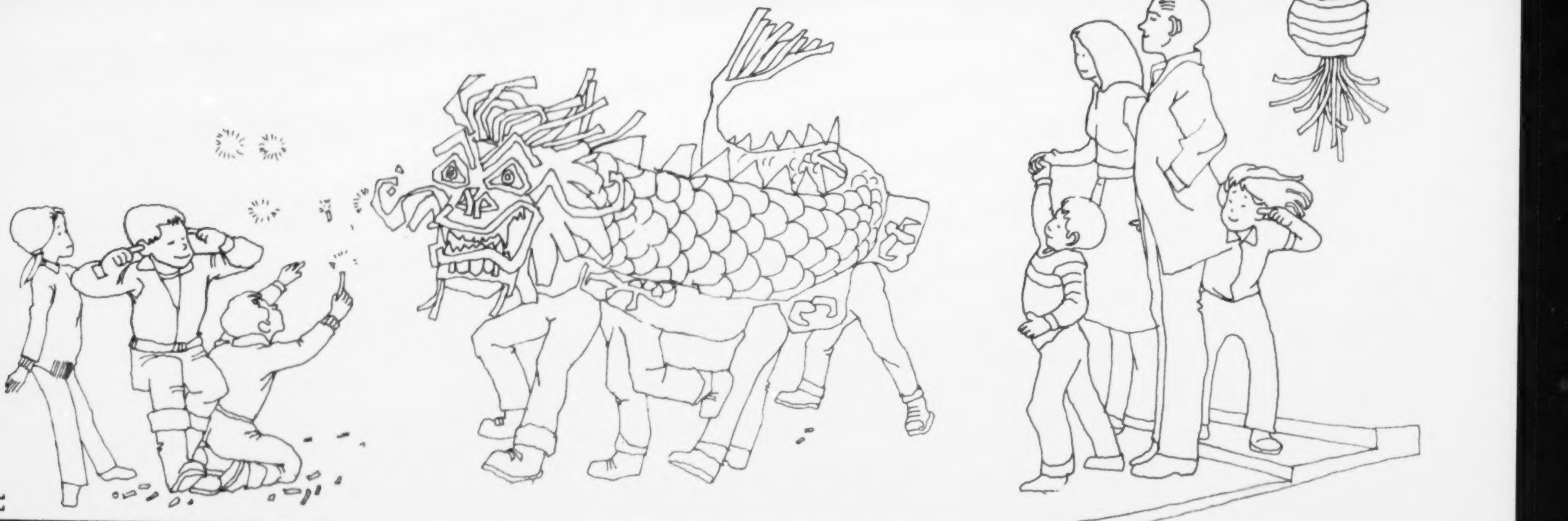

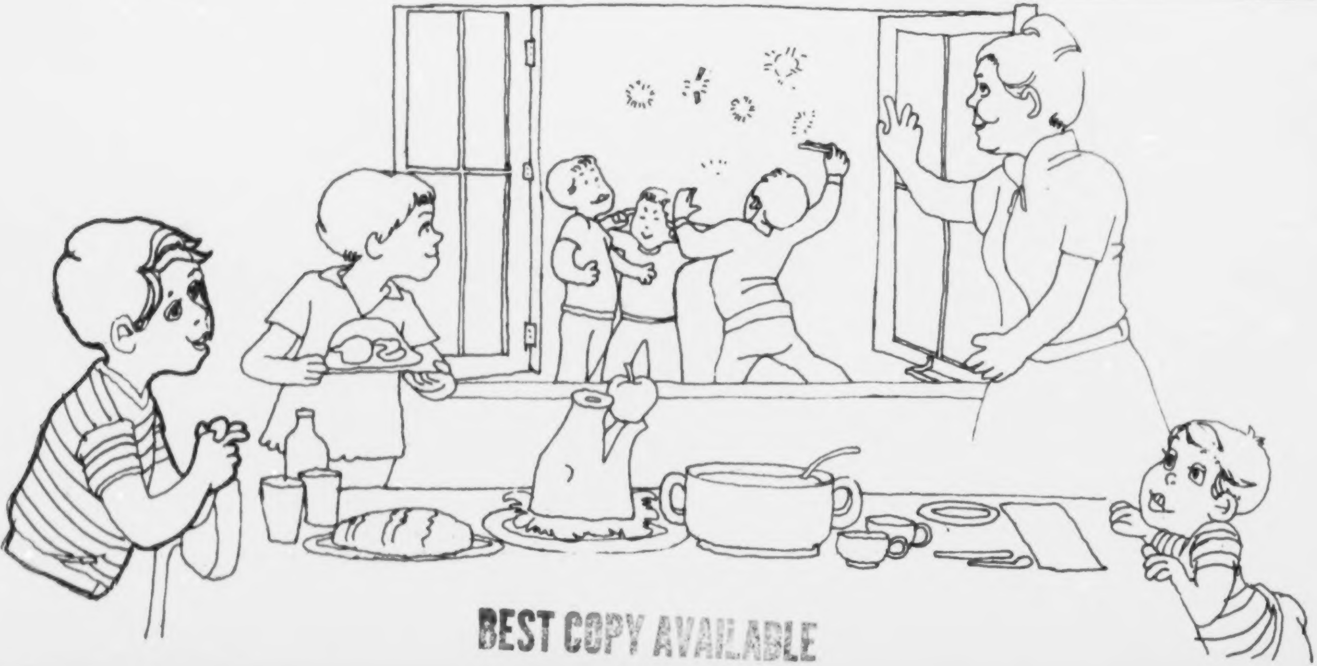

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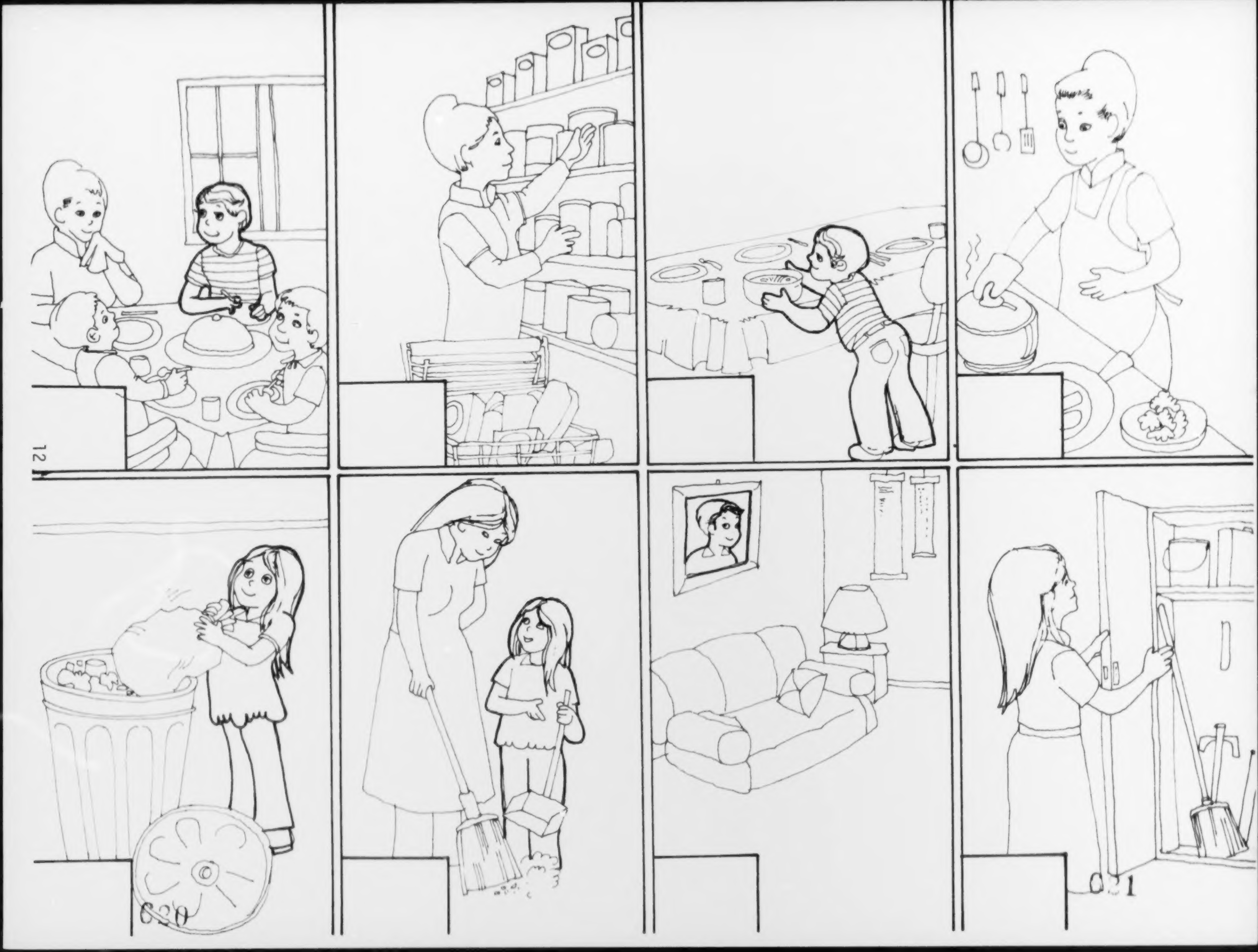
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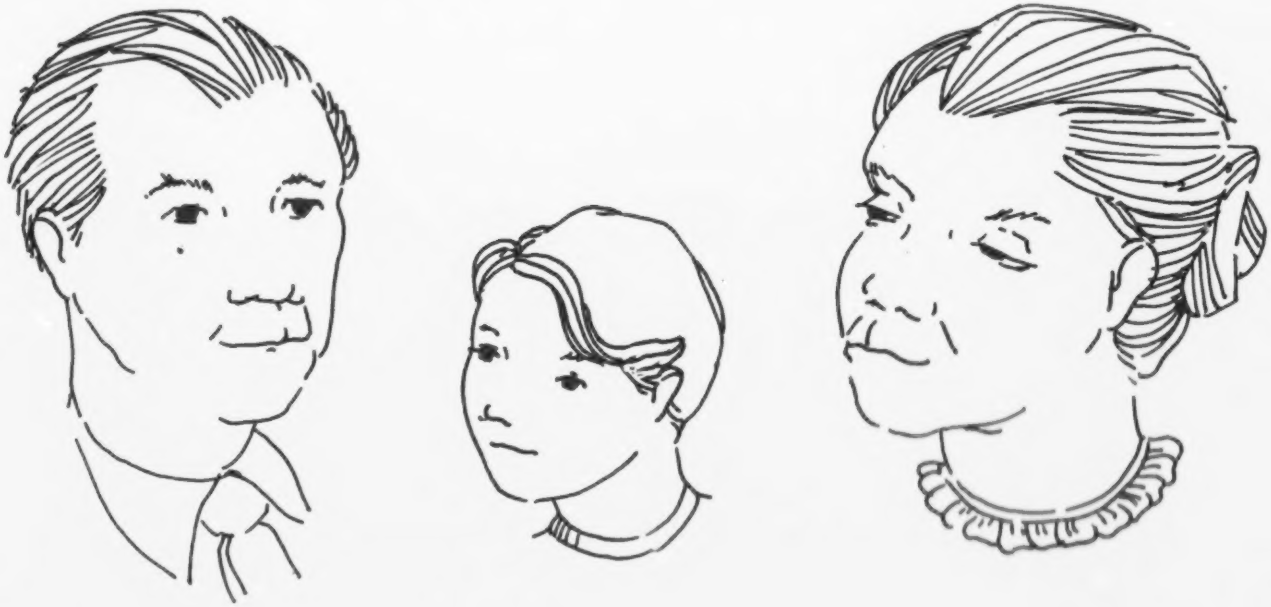
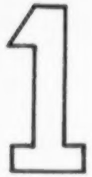


eto ang lolo at lola ni luis

saan ang lolo at lola mo



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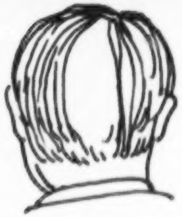

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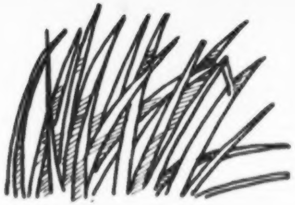

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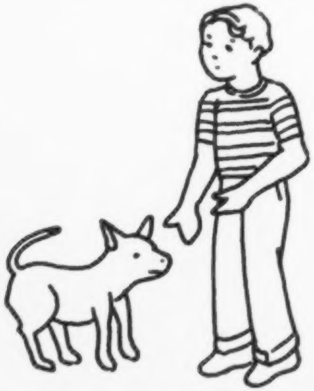
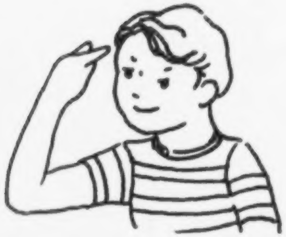


isa ang aso ko



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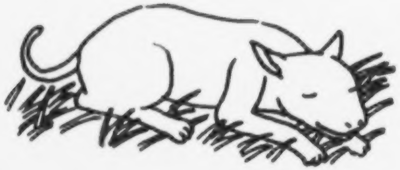

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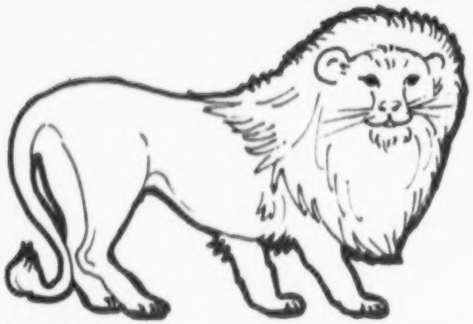

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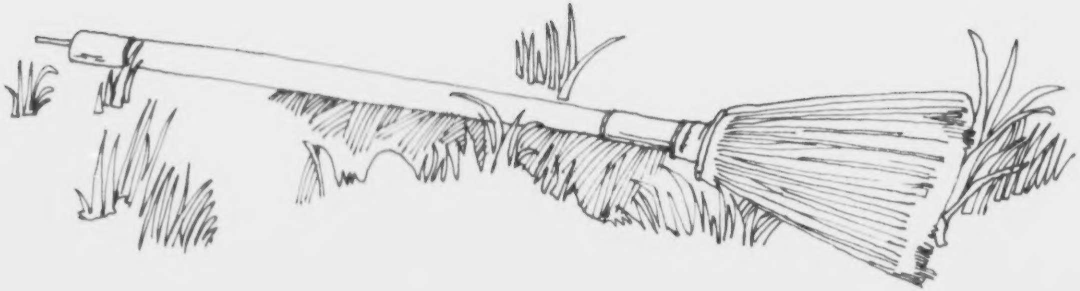
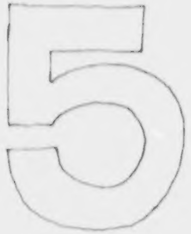


isa ang walis sa damo
walis ng lola ni luis ito



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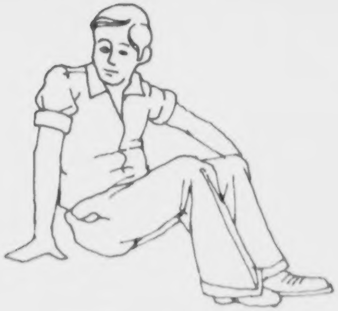

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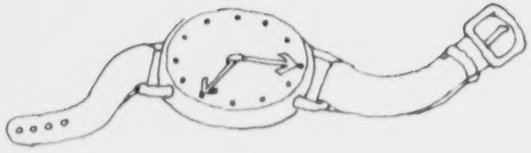

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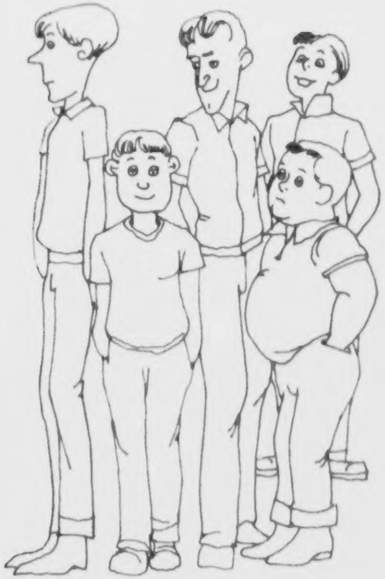

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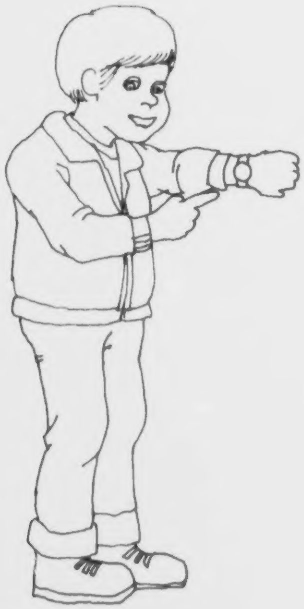

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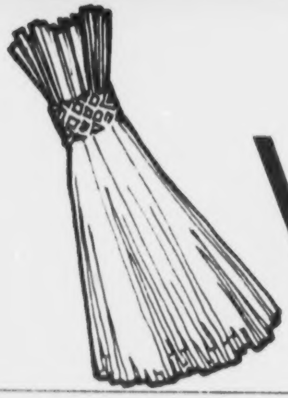

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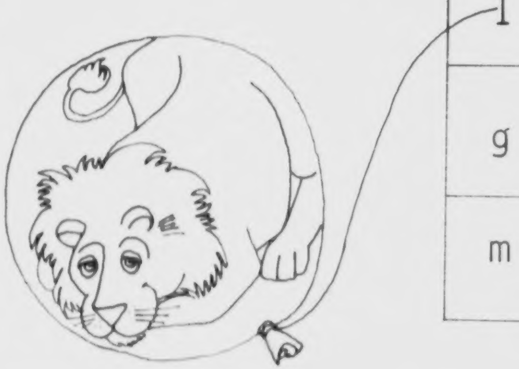

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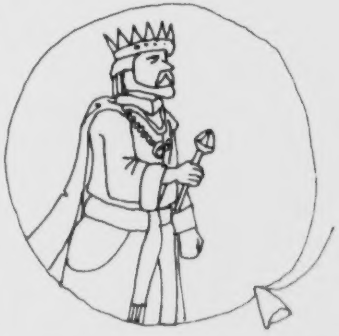

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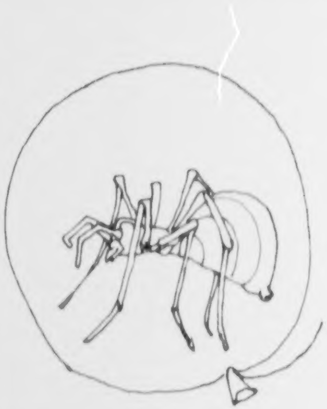

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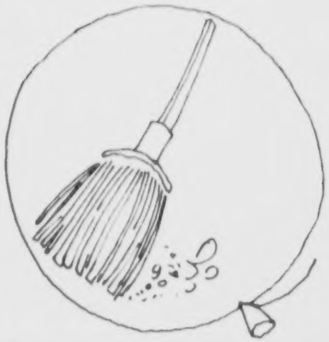

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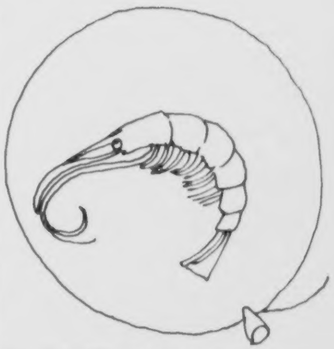

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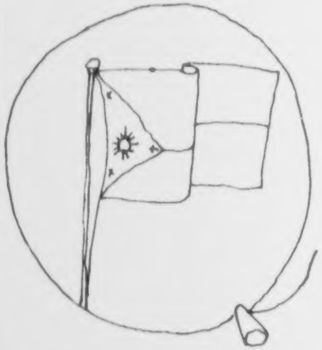

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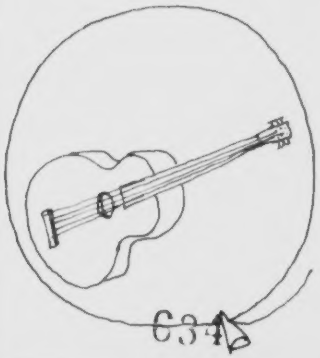

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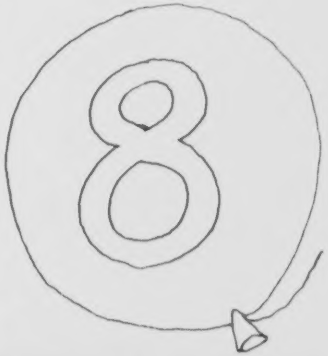

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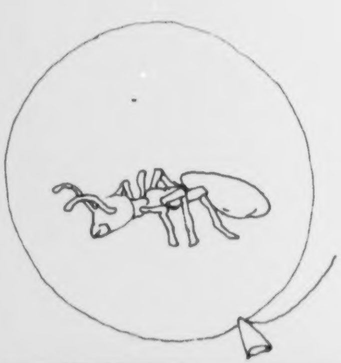

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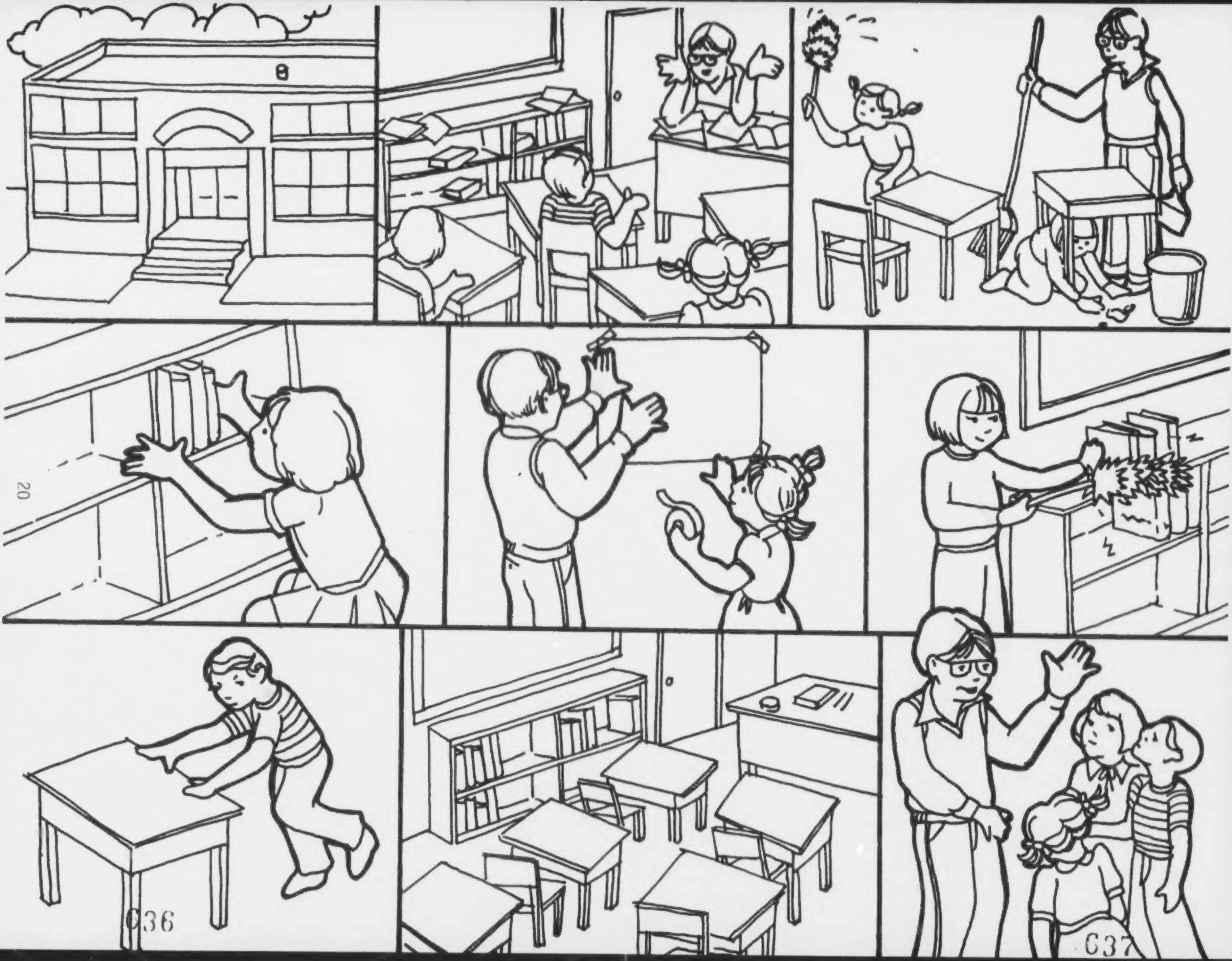
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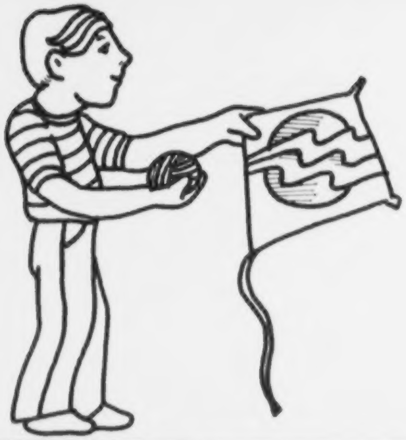

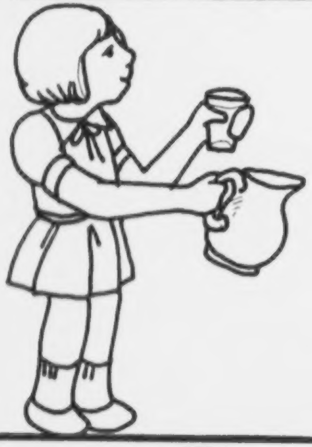

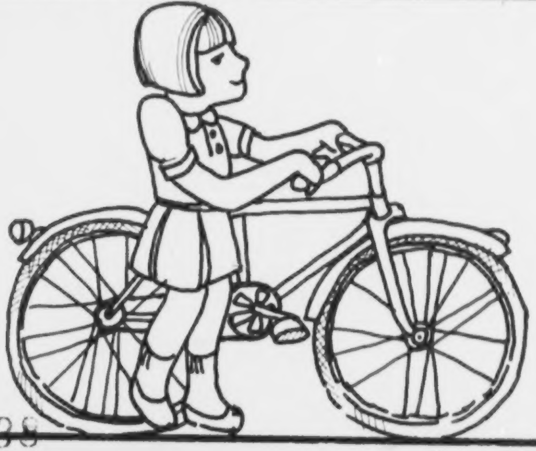

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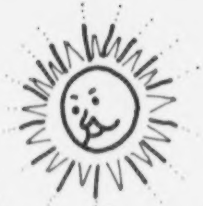

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2. u l g h w

3. s r n e l

4. e r t i o

5. u i o a e

6. m r s n k

7. k h g l w

8. s g h l m

9. d t l r o

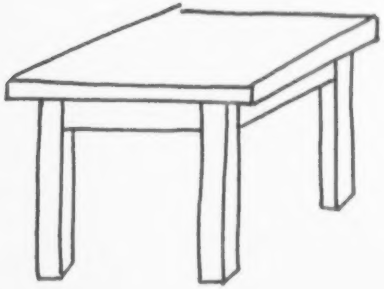
10. g n h w t

11. e a o u i

12. t l h n w

13. u i o a e

14. o a k t i



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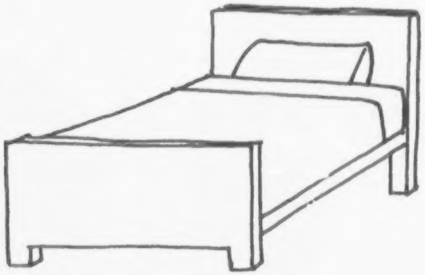

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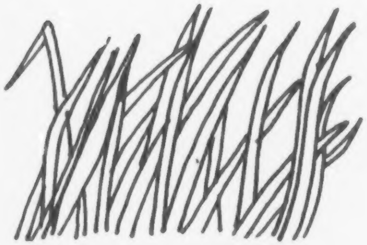

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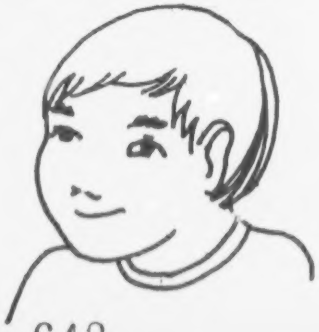

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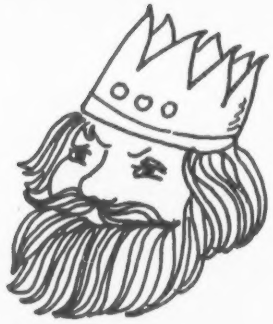
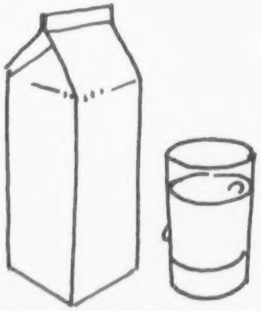
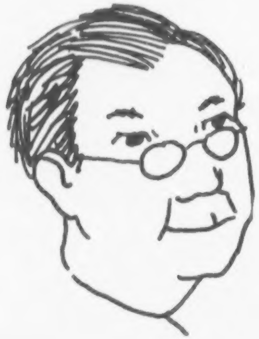


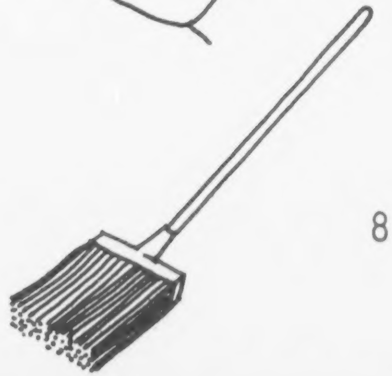
5. ___ari



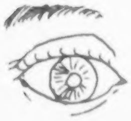
6. ___atas



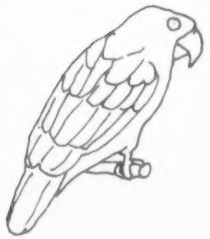
7. ___olo



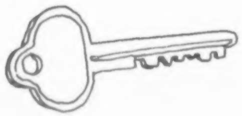
8. ___alis



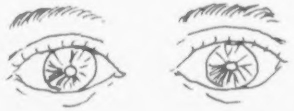
mata



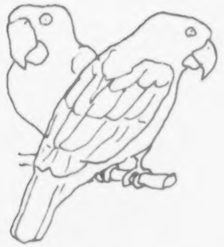
loro



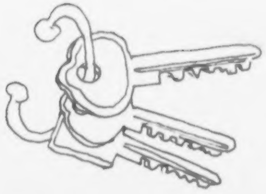
susi



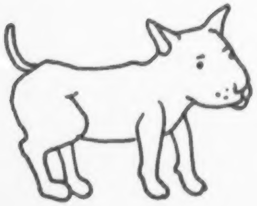
ang mga mata



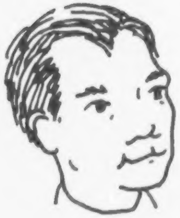
ang mga loro



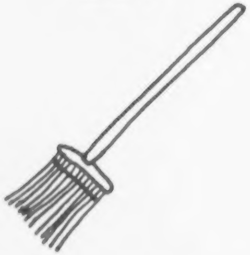
ang mga susi



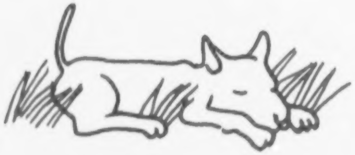
1. ☐ ni nina ito



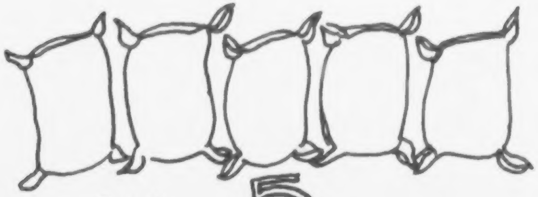
2. ito ang ☐ ko



3. eto ang ☐



4. nasa ☐ ang aso



5. ☐ ang sako

lolo

walis

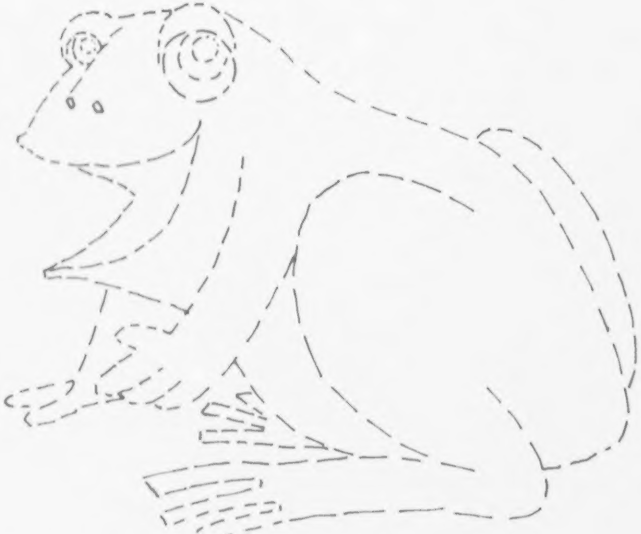
aso

lima

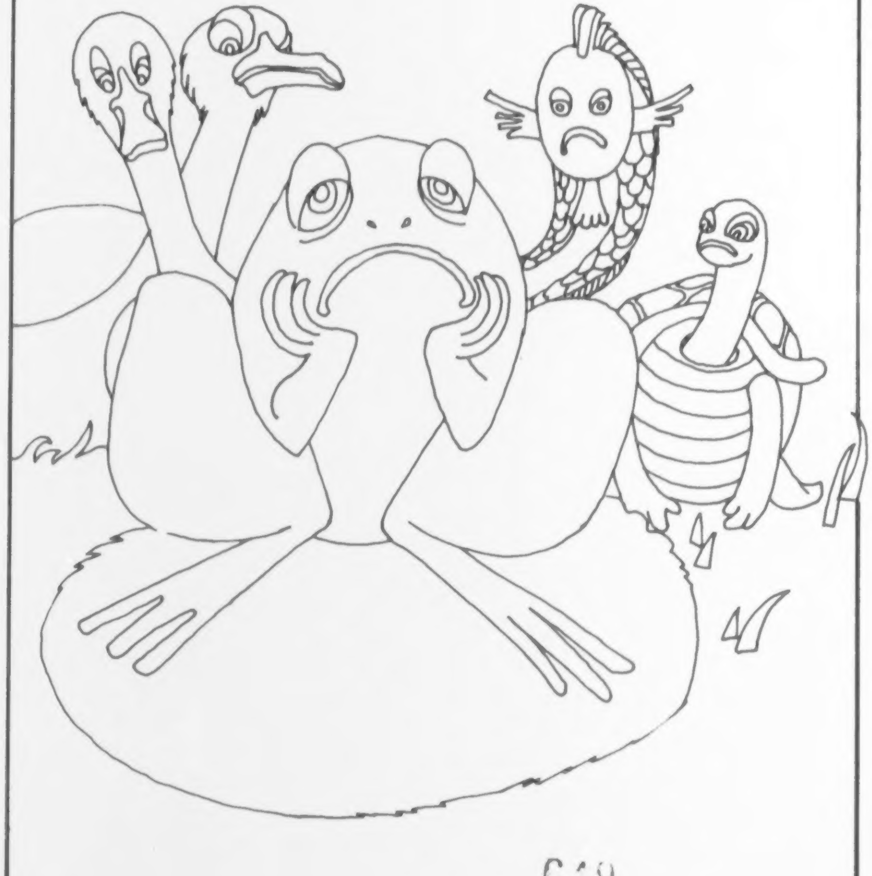
damo

C46 5

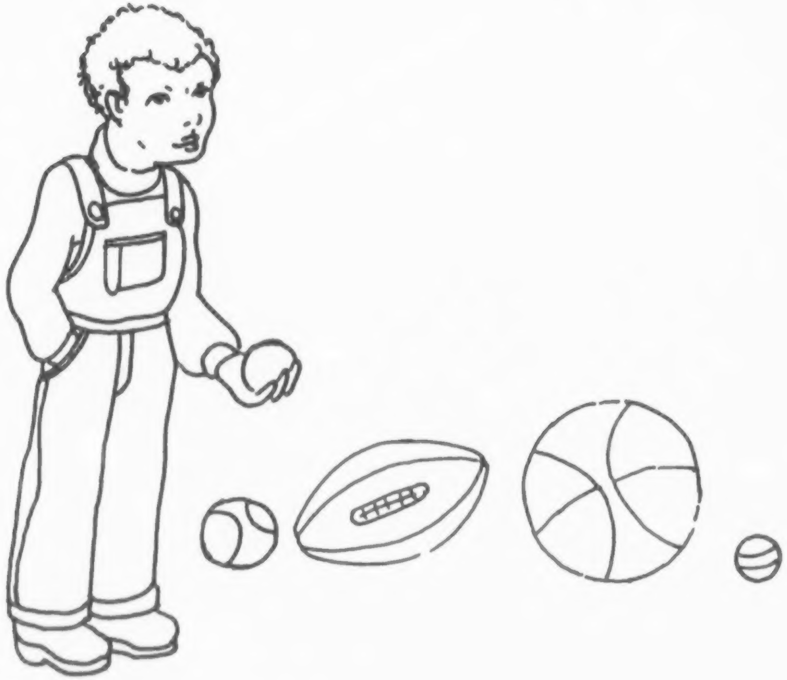
C47



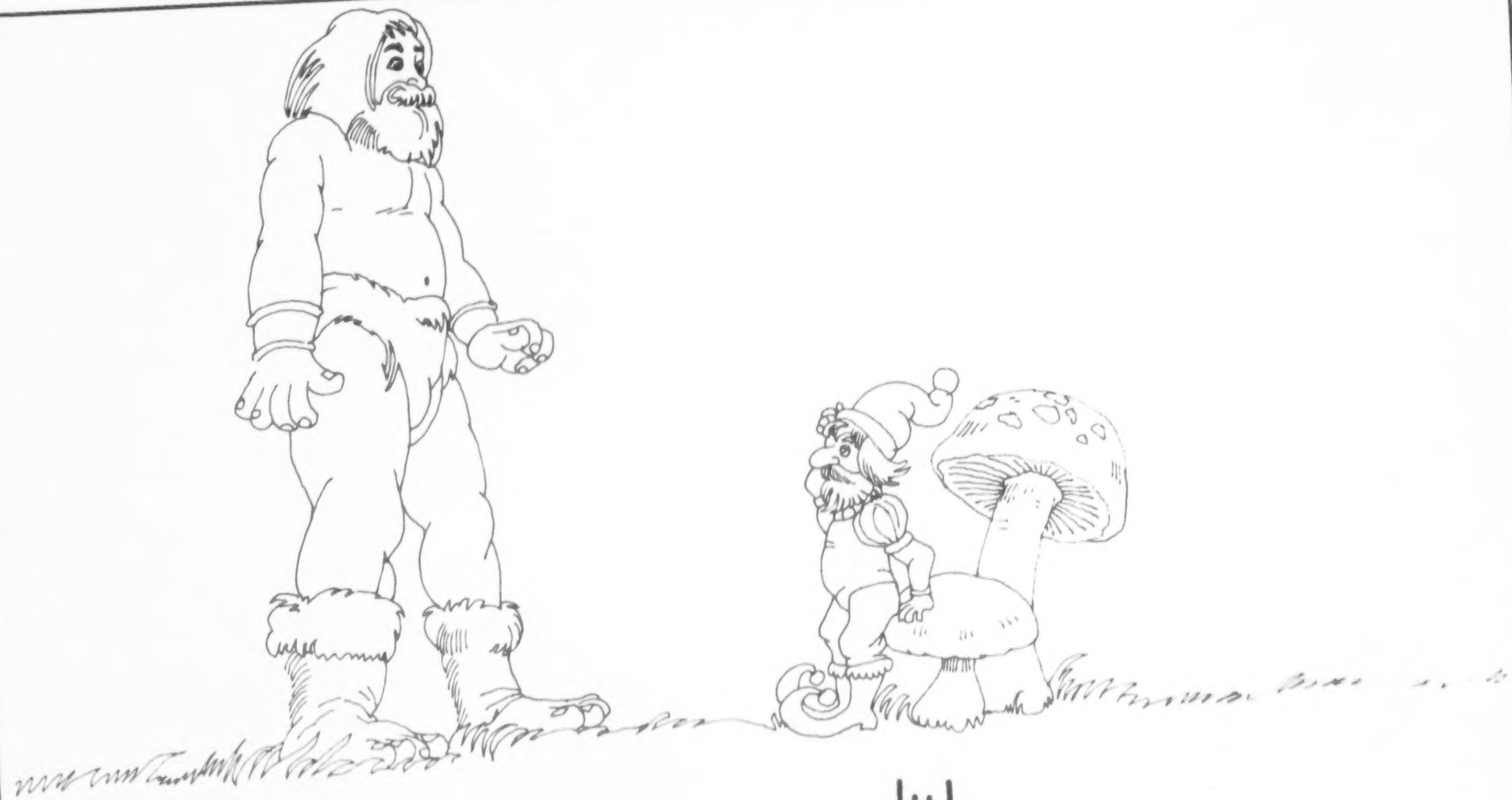
C48



C49



si ben ito
eto ang mga bola ni ben
lima ang bola



laki

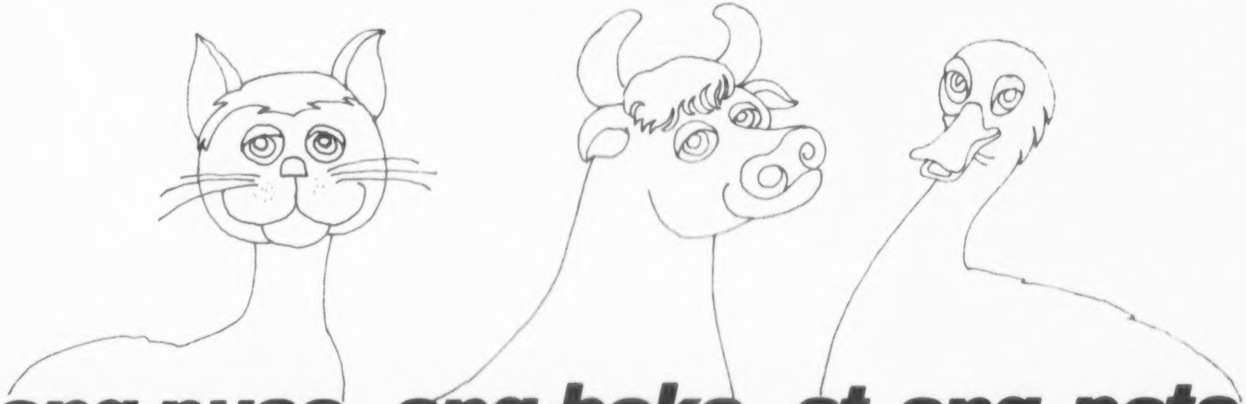
liit

ma laki

ma liit

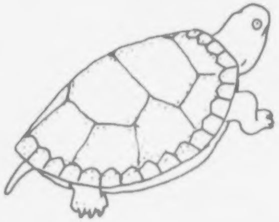
C53

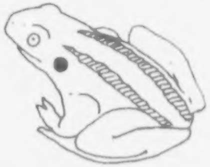
C52

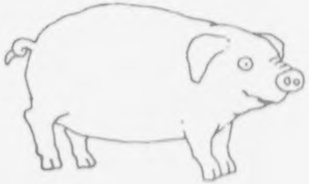


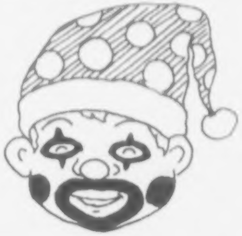
ang pusa ang baka at ang pato

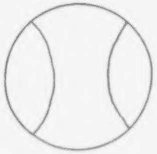
ang sabi ng pusa sa baka
maliit ang mata mo
ang sabi ng baka sa pusa
malaki ang ulo mo
ang sabi ng pusa sa pato
malaki ba ang ulo ko
ang sabi ng pato
oo at malaki rin ang mata mo

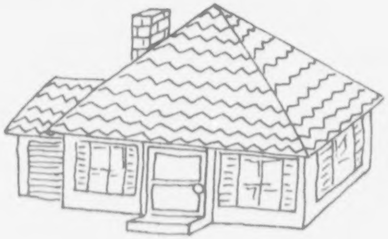


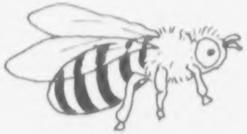


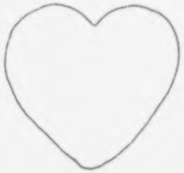


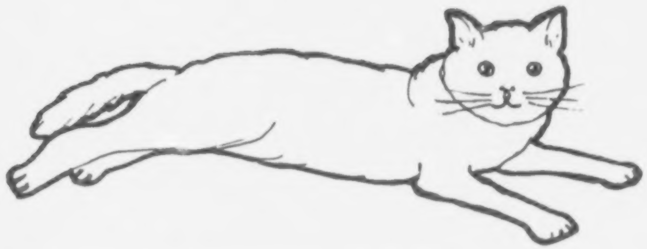












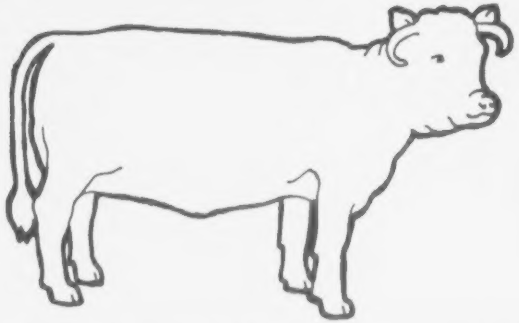
p

p p p p p p p p

p r r r r r r r

pusa

pusa



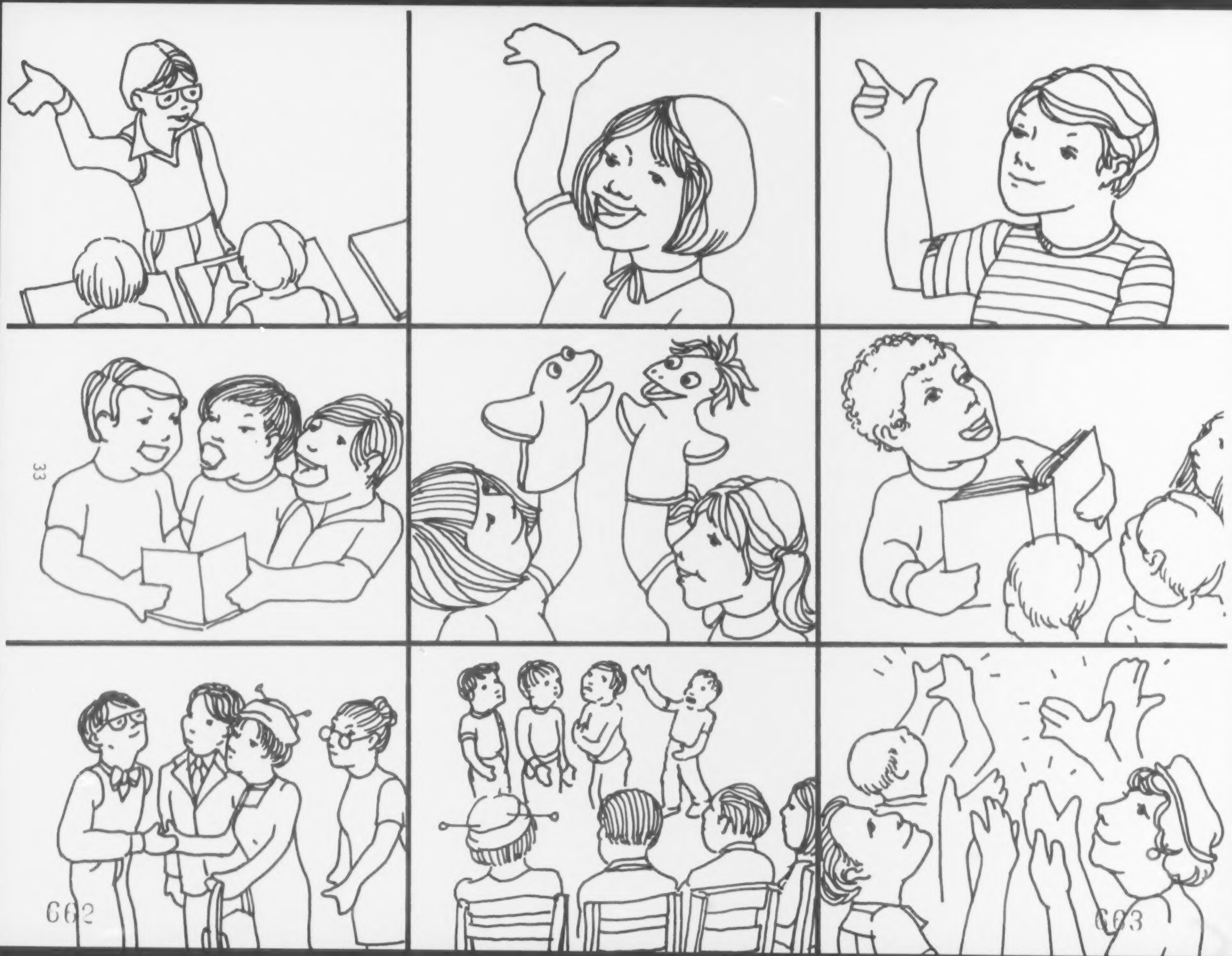
b

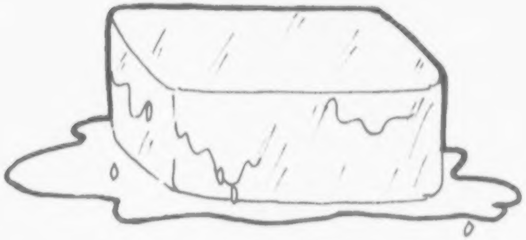
b b b b b b b b

b

baka

baka


33
662
663



y

y

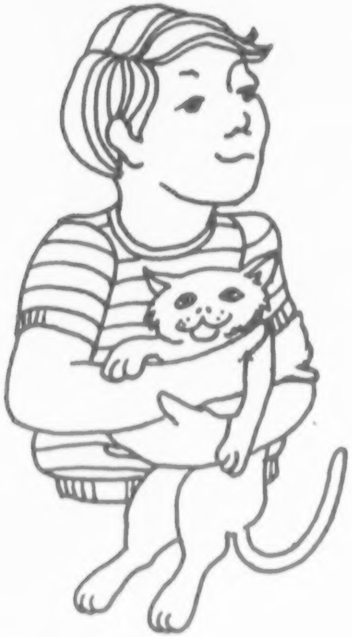
y

yelo yelo

yelo

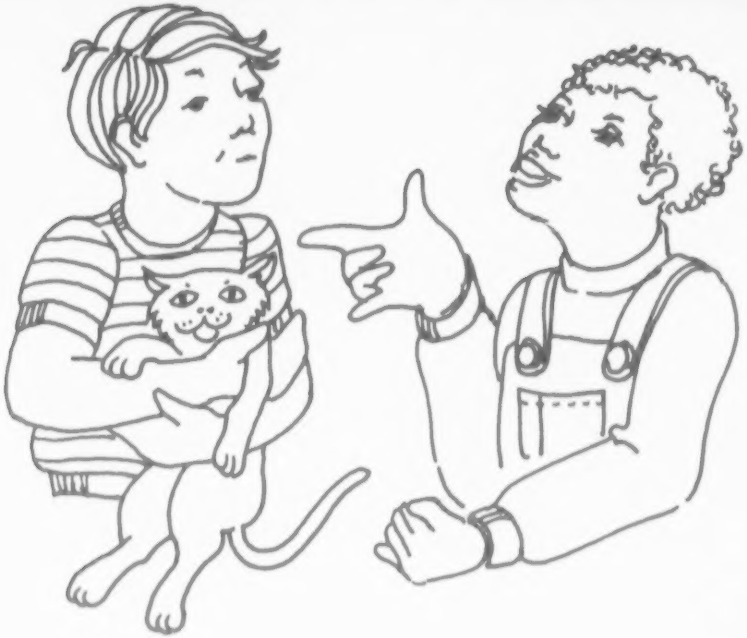
664

665

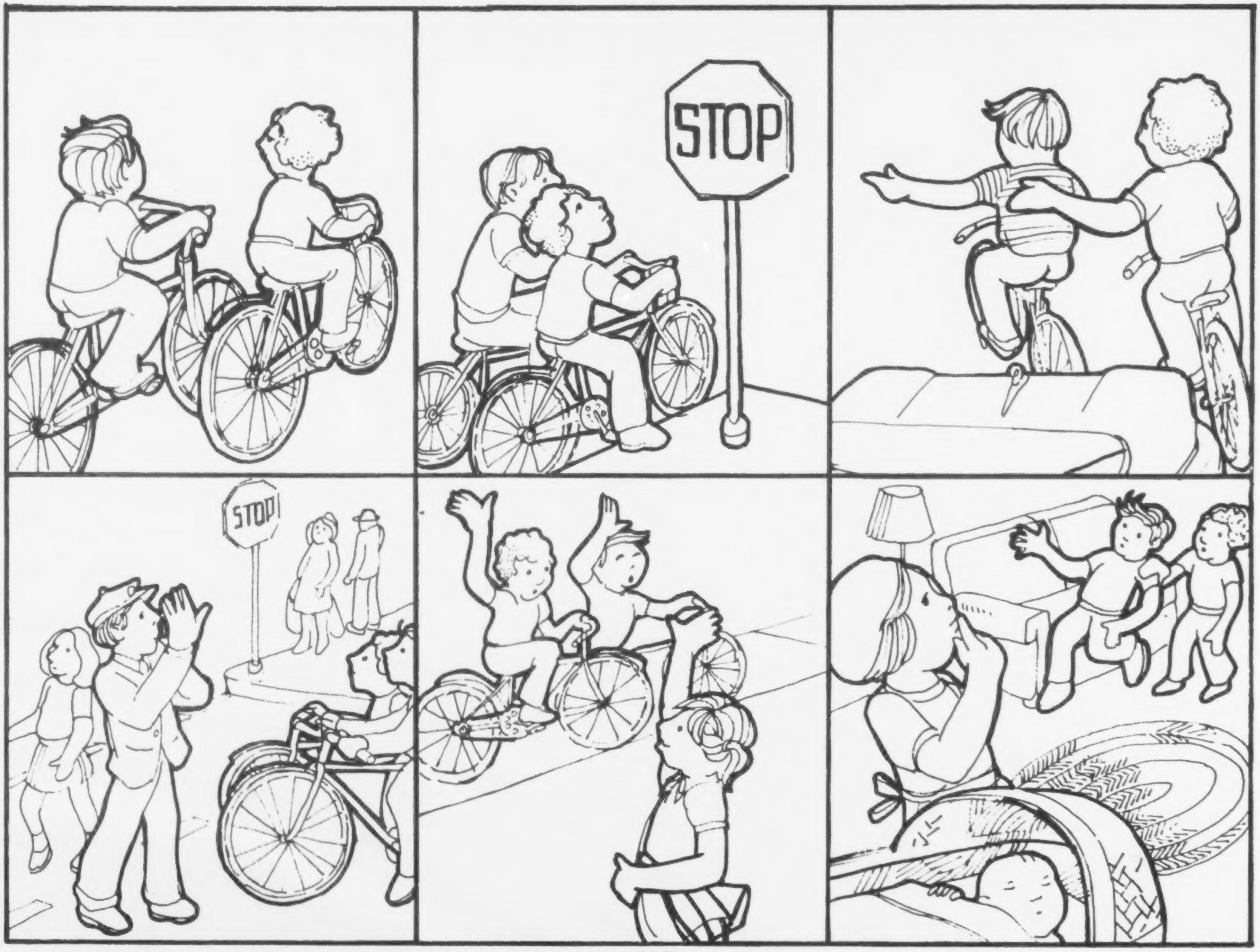


ang pusa ni luis

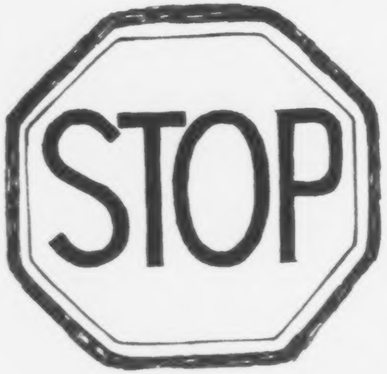
may pusa si luis.
itim at puti ang pusa.
itim ang mga mata ng pusa.

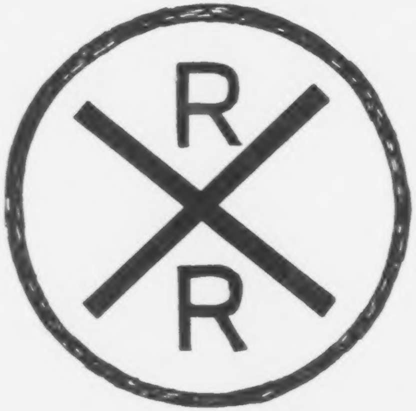


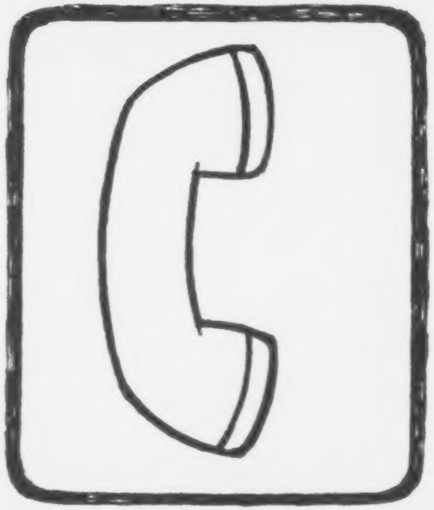
malaki ang pusa mo - sabi
ni ben kay luis.
sana may pusa rin ako -
sabi ni ben.

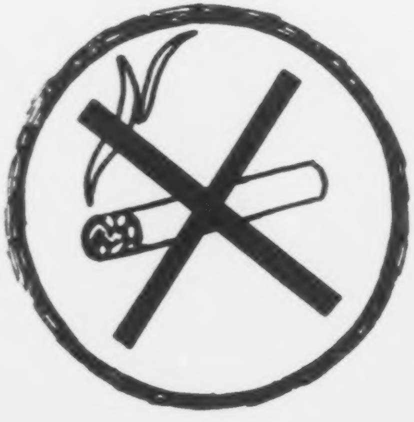


BEST COPY AVAILABLE

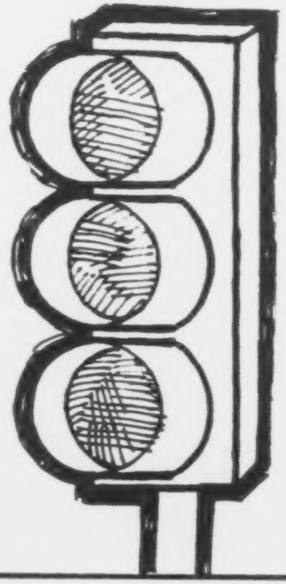


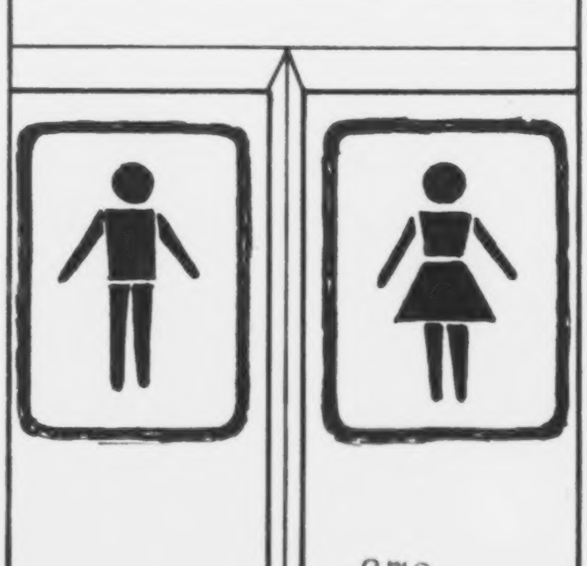




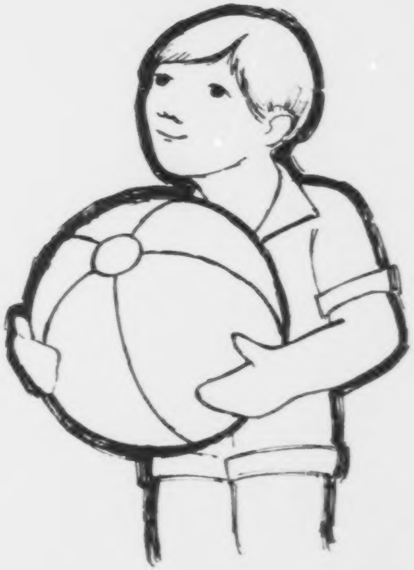


672





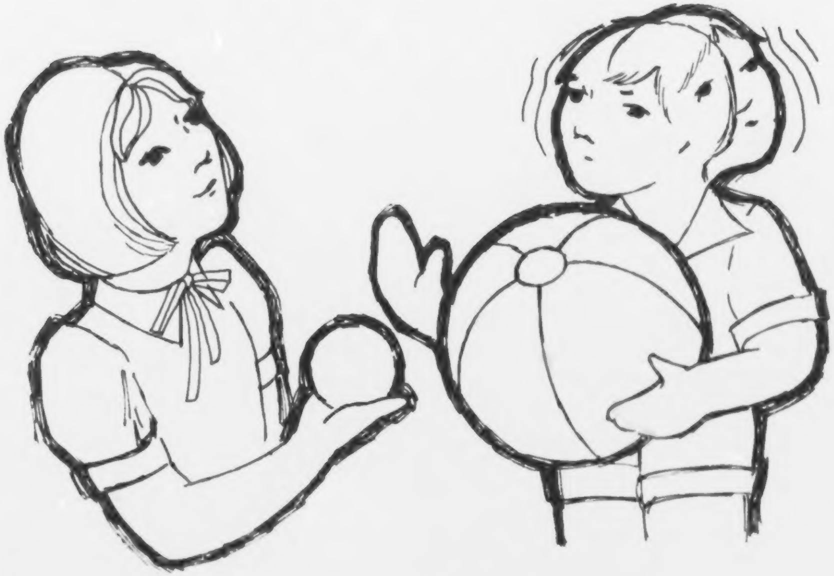
673

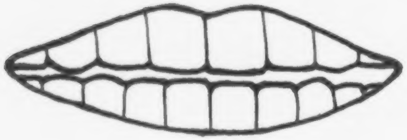


ang bolan͡g itim

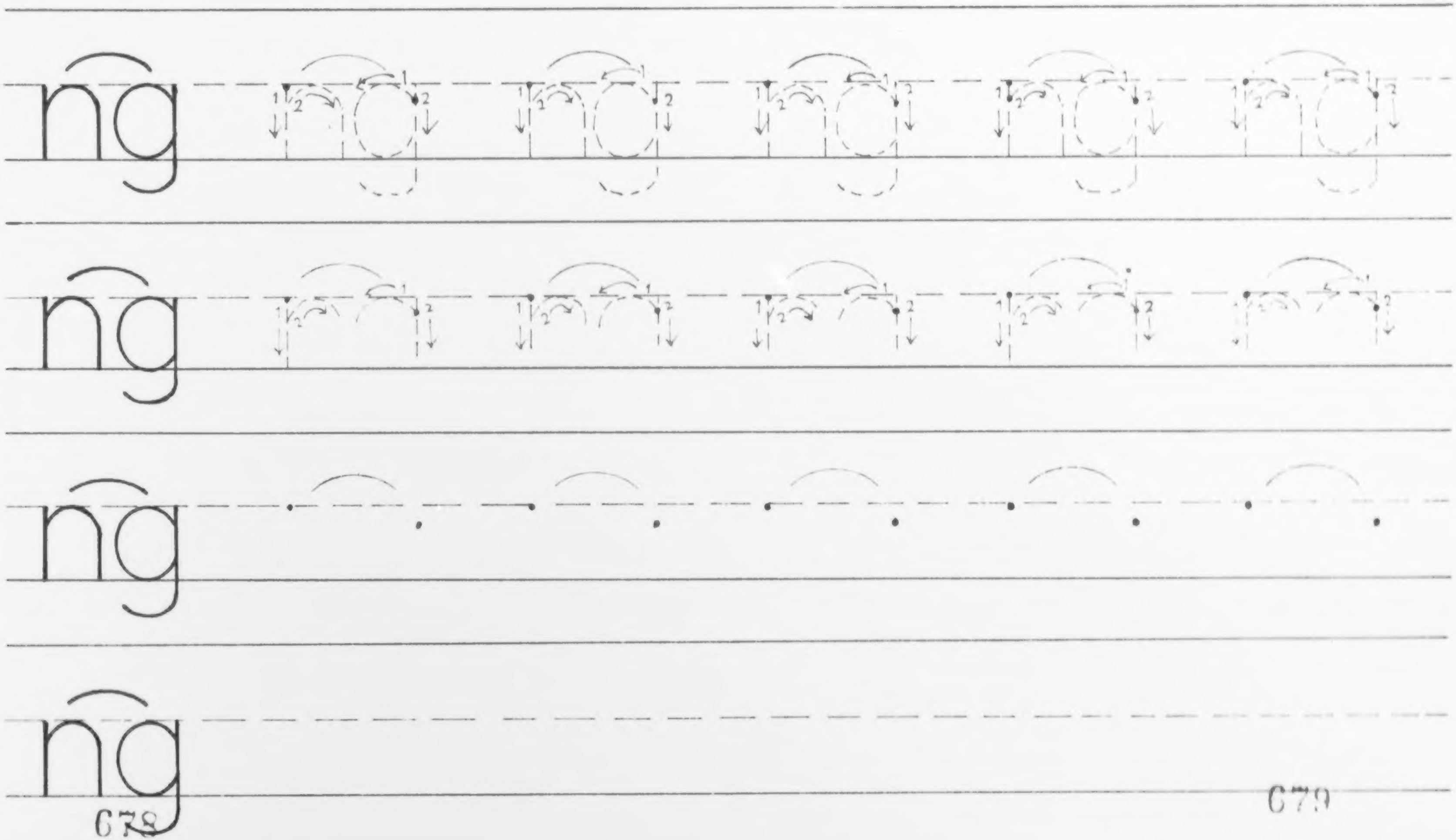
may isan͡g bola si tito
malaking bolan͡g itim ito
sabi ni nina kay tito -
"may pulan͡g bola ako.
gusto mo ba ito?"

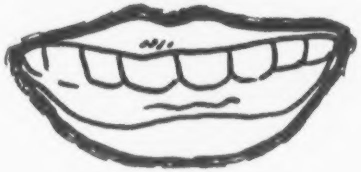
sabi ni tito kay nina -
"maliit ang bola mo. mas
gusto ko ang bolan͠g itim."



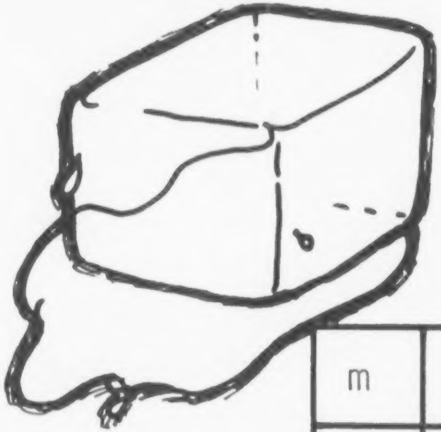


n͡g

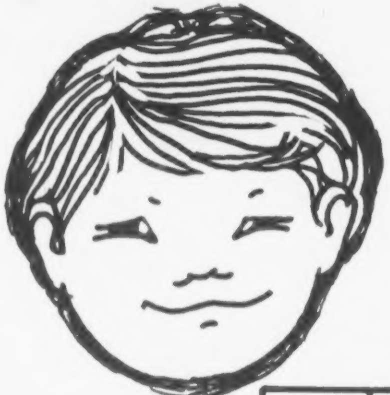

n͡g
1
2
1
2
n͡g
1
2
1
2
n͡g
n͡g



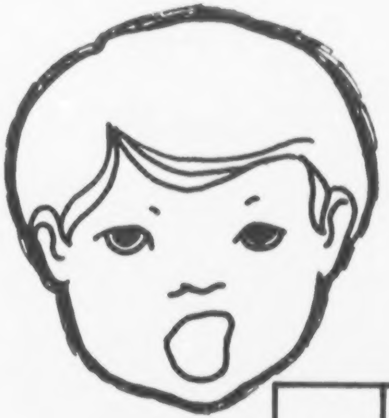
n͡g	w
y	l



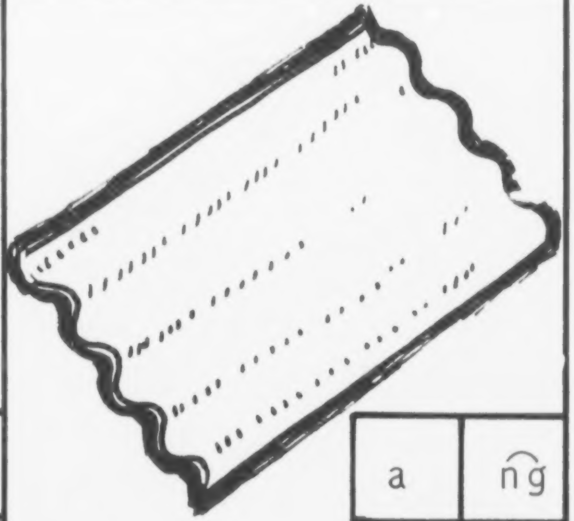
m	y
o	p



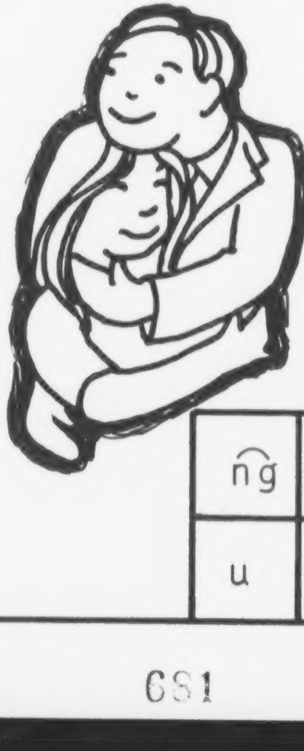
n͡g	s
h	y



y	n͡g
t	n



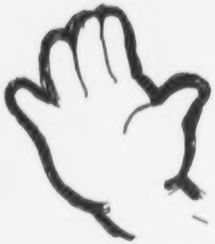
a	n͡g
y	k



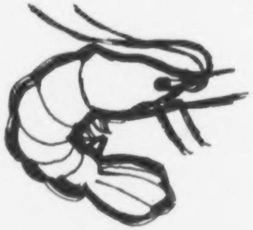
n͡g	y
u	b

CS0

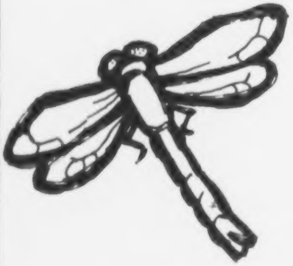
CS1



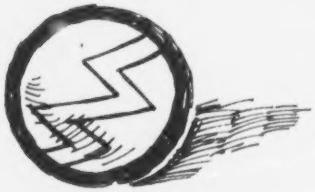
y



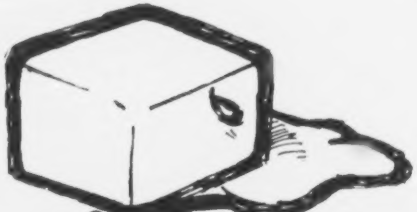
k



b

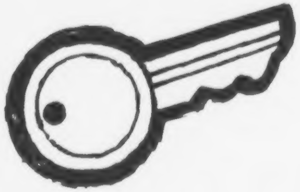


h

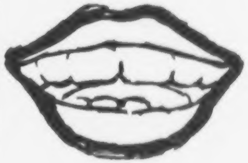


t

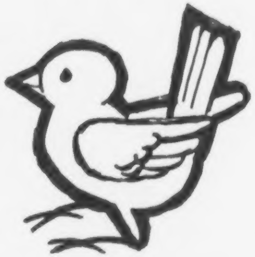
C82



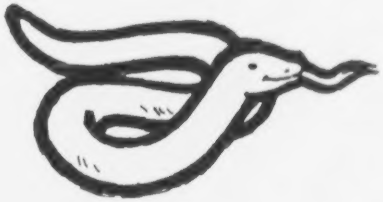
ɑ



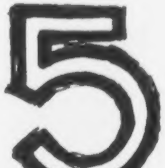
s



n͡g

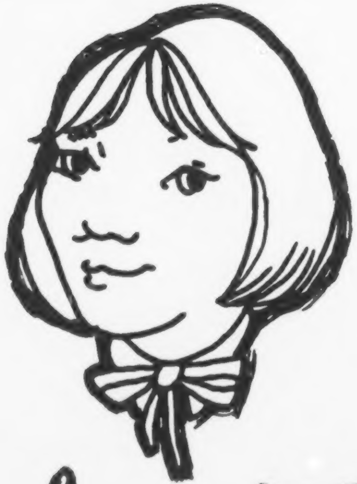


l



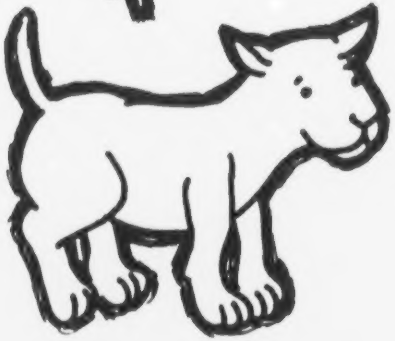
ɨ

C83



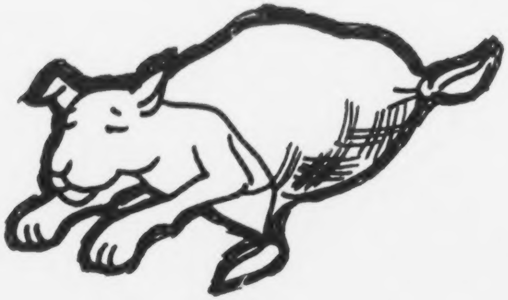
eto si ____________ .

rosa
nina
kim



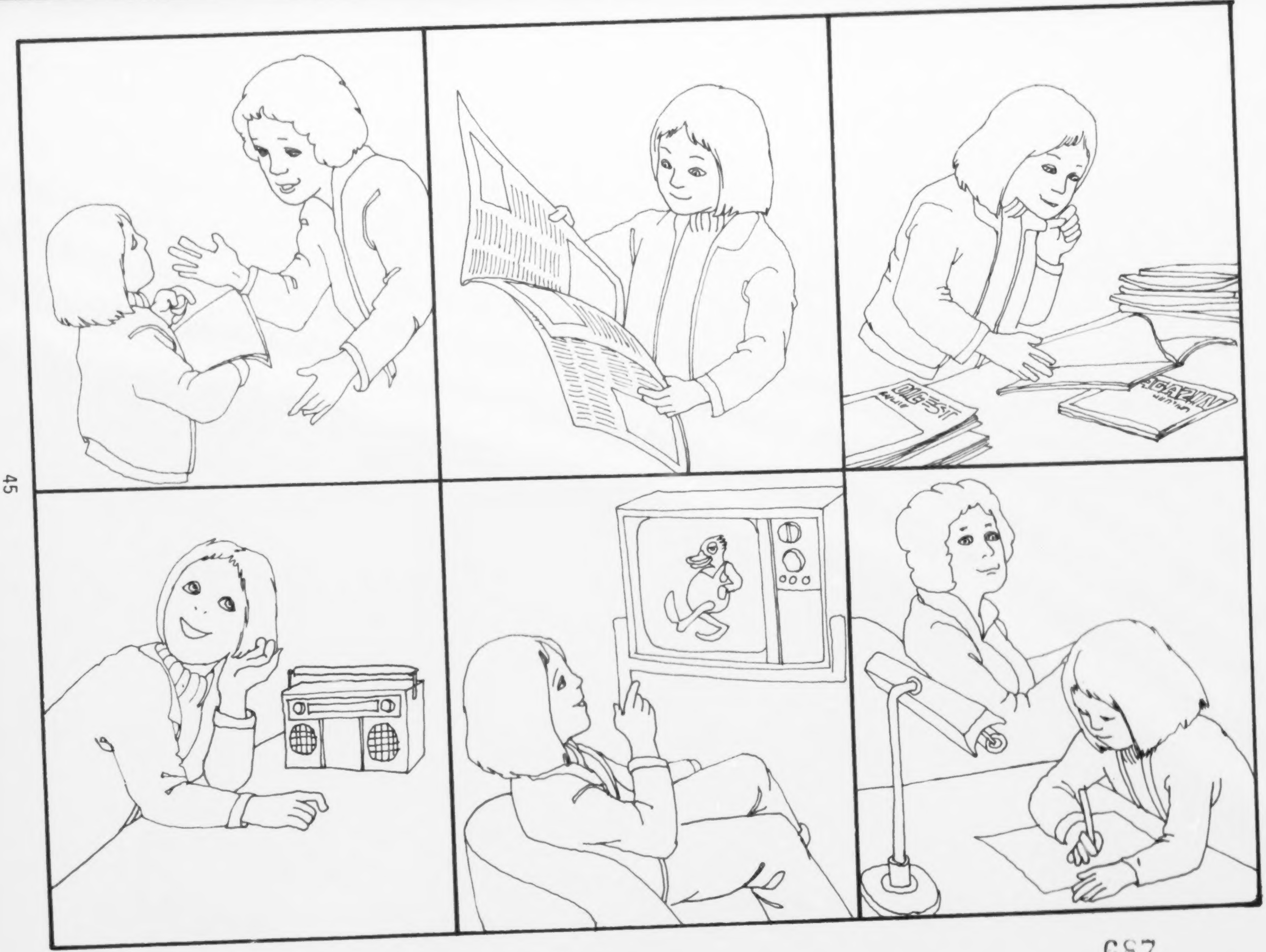
eto ang ____________ .

ahas
pato
aso

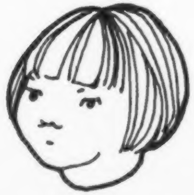


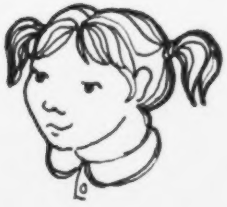
nasa ____________ ang aso.

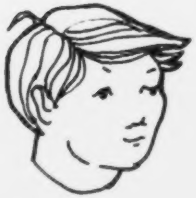
mesa
sako
damo

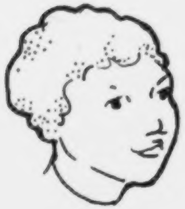

DIGEST
MAGAZIN

gusto ni


kim

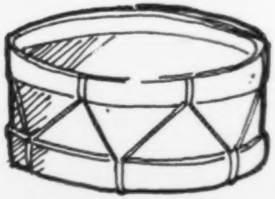

rosa


luis


ben

CS8

ng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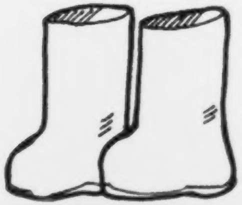
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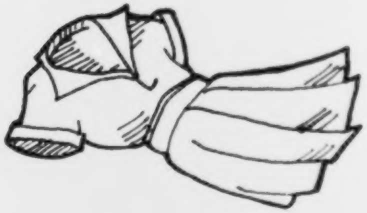
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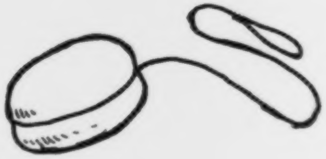
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CS9

47

maliit na mesa

limang tao

kamay ng hari

botas at bola

690

691